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ABSTRACT

This guide is directed at vocational programs, especially in Illinois, that are initiating special services for persons with limited English proficiency (LEP). It addresses the following topics: student identification, recruitment and assessment, program planning and funding, services adaptation and coordination, and bilingual vocational training models. Basic information, sample strategies, and relevant resources materials are included. Information is organized around 15 frequently asked questions about serving LEP students. References to other materials also are included. Extensive appendixes to the guide contain samples for identification of students, recruitment, and assessment; descriptions of Federal bilingual vocational training programs; vocational English as a second language (VESL) materials; staff training programs; lists of professional journals and newsletters; ideas for coordination of programs; and lists of resource agencies and services. (KC)

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Vocational Programming for the LEP

Part 1:

Common Concerns and Solutions

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Sponsored by

Illinois State Board of Education

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Department of Adult, Vocational and Technical Education

Research and Development Section

Bilingual Vocational Education Project
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16. General Description (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.):

The resource material is designed to answer commonly asked questions regarding vocational programming and services for students with limited English proficiency. Addressed are: student identification, recruitment and assessment, program planning and funding, adaptation of services and resources.

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Foreword

Persons with limited English proficiency (LEP) comprise a significant portion of Illinois' population. It has been estimated that as of January 1980, over 190,000 LEP persons ages 14-24 reside in Illinois. The term LEP is used to characterize persons who speak a language other than English and who do not have enough English to take full advantage of educational opportunities.

In response to their special needs, the Illinois State Board of Education has made a commitment to assist local programs in the development of quality and appropriate vocational education for LEP students. This assistance is available in the form of funding, technical assistance and resource materials.

Common Concerns and Solutions is directed at those vocational programs which are initiating special services for the LEP population. It addresses: student identification, recruitment and assessment, program planning and funding, services adaptation and coordination, and bilingual vocational training models. Basic information, sample strategies and relevant resource materials have been included. These are organized around fifteen frequently asked questions about serving LEP students. To avoid duplication of effort, references have been made to other valuable resource materials. All items cited in this module are readily available from the Northwest Educational Cooperative Library, 500 South Dwyer Avenue, Arlington Heights, IL 60005.

Sincere appreciation is extended to the various programs and resource agencies which provided valuable input and materials. A grateful thanks also to the reviewers: Susan Adams, Michael Kelly, Patricia Menges, Jan Lochary and Jerry Guevara.

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State Superintendent of Education

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I. WHAT IS AN LEP STUDENT?

LEP means limited English proficiency. In vocational legislation it refers to:

> any member of a national origin minority who does not speak and understand the English language in an instructional setting well enough to benefit from educational programs.

LEP students have various characteristics in common. 1) LEP persons speak a language other than English and have learned English as a second language. 2) They vary in their abilities in understanding, speaking, reading and writing English. One student may be able to follow simple directions but unable to speak English. Another student may have studied some English and can read simple English but be unable to answer a written essay test. 3) Because of their limited ability in English, LEP students need special assistance to succeed in educational and training programs. 4) In addition to their language differences, LEP students come from various cultural backgrounds and may need help adjusting culturally as well as learning English.

Like any other group of students they have differing skills, weaknesses and interests. Some LEP students have little formal education and may be illiterate even in their native language. Others are highly educated and trained persons for whom language is the only impediment to employment.

Illinois has a rich multilingual-multicultural population with over 30 different language groups. Among its young adult population (ages 14-24) 8 to 10% have limited English proficiency and require special services to succeed in education, training and employment. Although the majority of this special needs population resides in Cook county, LEP persons live in most areas of the state.

II. WHAT ROLE DOES CULTURE PLAY?

Programs must address cultural as well as language considerations when working with LEP students. There are two viewpoints to the issue of culture:

1) Culture as it affects the staff's ability to work with LEP students

2) Culture as it affects the LEP student's ability to function in school and on the job

Culture plays a major role in determining how, when, where and with whom communication will take place. Since education is primarily a communication process, it is imperative that students and educators understand each other's culture to avoid miscommunication or conflict. For example, a teacher's friendly and informal behavior may be seen by some foreign-educated students as lack of professionalism. Similarly, a student's lack of involvement and unwillingness to ask questions may be interpreted as lack of interest or ability. However, the student may simply be responding within his/her cultural framework which equates asking questions with implying the teacher has not done a good job. Because of his/her culture, a student may also feel that being vocal bringings undue attention to oneself and, therefore, is unacceptable behavior. Hand motions to indicate direction, greetings or approval may communicate an opposite or offending message to someone from another culture. These are but a few instances in which cultural misunderstanding has led to problems for teachers and students.

Recruiters and counselors also need to understand the LEP student's culture to effectively reach and help him/her. Many times the staff is unfamiliar with the communication network used by the LEP community to disseminate information. In helping with career planning, a counselor may be advising an LEP student to enter a field which is totally unaccepted in his/her culture.

The work place is another arena for cultural misunderstanding. Conflicts over differing concepts of time are very common. In the United States, time is a priority which is reflected in the way work is quantified on a time schedule. In many other cultures the focus is on doing a good job regardless of how long it takes. Breaks and work days are more flexible. Some LEP workers may be seen by their peers as over zealous. The LEP worker's attire and hygiene may also be different from that expected by the American employer. Even applying for a job may be a totally alien experience for someone from another culture where jobs are assigned by the government or passed on among family members.

To avoid cultural conflicts, both the staff and the LEP student must have an opportunity to learn about each other's culture: the values, behaviors, relationships, educational systems, etc. The depth and scope of information needed will vary among staff. For example, a home economics teacher needs to understand the dietary and child rearing practices while the welding instructor is more concerned with the level of technology of the students' native country. All LEP students need understanding of expected student and work behavior as well as the interpersonal skills to relate to their peers. To facilitate the LEP student's cultural adjustment, efforts must be made to show acceptance of the LEP student's home culture.

Inservice training and dissemination of cultural information among staff will help create this acceptance and understanding. Bilingual/bicultural personnel and community persons are valuable resource persons in the area of cross cultural sensitization. Agencies and institutions involved in ethnic or bilingual education can also provide training, materials and technical assistance. (See Appendix F, Staff, pp. 101-104, and Appendix I, Resource Agencies, p. 114).

III. WHAT IS BILINGUAL VOCATIONAL EDUCATION?

The term bilingual vocational education has been used to refer to various vocational educational programs serving students/trainees whose native language is one other than English. The primary intent of bilingual vocational programs is to prepare these individuals for employment by providing the necessary language and occupational skill training. Although this type of program is also used to train individuals who are already bilingual for bilingual jobs, the main target group has been the LEP population.

In bilingual vocational programs, vocational skills are taught using English and the student's native language. This is done to make sure students can understand and participate fully in the instruction. Where bilingual vocational instructors are unavailable, bilingual vocational aides, materials and other resources are utilized to assist the student. Occupational specific language skills are also taught in vocational English as a second language (VESL) classes which are closely tied to the vocational component. Bilingual counseling and various support services are common features of these programs. Since bilingual vocational training programs are offered by a variety of agencies (e.g., community colleges, area vocational centers, community agencies) and are funded through various sources, there are multiple program designs. (See Program Profiles, pp. 36-60.)

Elements which are found in successful programs include: careful planning; internal and external coordination of resources; commitment by institution, staff and community; integration of vocational ESL and vocational training; and appropriate curriculum and materials.

RESOURCES:

- Information Packet for Bilingual Vocational Programs. National Clearinghouse for Bilingual Education, Rosslyn, VA. 1980.
- Assessing Successful Strategies in Bilingual Vocational Training. Developed by InterAmerica Research Associates, Inc. National Clearinghouse for Bilingual Education, Rosslyn, VA. 1981.

IV. WHAT IS VOCATIONAL ENGLISH AS A SECOND LANGUAGE (VESL)?

English as a second language (ESL) is the teaching of English to students whose native language is not English. In the ESL class, the student is taught vocabulary, grammar, structure, pronunciation, and communication functions. They are also taught the skills of listening, speaking, reading and writing English. The primary goal of an ESL class is to teach the LEP student the English she or he will need to function in his/her daily life (e.g., in school, at work, in social situations).

Vocational ESL refers to vocational English as a second language. It is the teaching of special purpose English to LEP persons which utilizes the vocabulary, and situations specific to a vocational field or job.

Vocational ESL is not a tutoring session for vocational content or an approach to teaching vocational concepts and skills. Vocational ESL classes teach the language of the vocational training area. Because one is teaching language within a vocational context, vocational concepts are naturally reinforced. The instructional objectives of the Vocational ESL classes are:

1. The student will learn sufficient English so that she or he can successfully complete the vocational training program.

2. The student will learn sufficient English to be able to function on the job.

Vocational ESL involves more than just teaching technical vocabulary. The student learns how to use the language so she or he can effectively communicate in class and on the job. For example, a student will need to master the special purpose language to be able to: follow directions, identify tools and equipment, make requests, explain a process, ask or offer assistance, or respond in a job interview. Reading and writing skills are also taught as they relate to the occupational skills. Sample tasks may include: reading technical manuals and catalogues, filling out forms, reading work orders, billing, and completing patient charts.

The emphasis a Vocational ESL class places on listening, speaking, reading, or writing skills will depend on the demands of the occupation and the instructional mode of the vocational training. Occupations vary in their language demands both in terms of how fluent a person has to be to perform a job and how much listening, speaking, reading or writing skills are used.

A comparison of a welding job versus that of a nurse's aide illustrates these differences. A welder may need limited oral proficiency, and limited writing and reading skills to do work orders, read blueprints, request tools, and so on. The nurse's aide needs to be a fluent speaker as well as have extensive comprehension skills because the job includes extensive public contact. Also the job entails extensive reading and writing skills for duties such as reading orders, making and taking notes, and filling out patient charts. Furthermore, there may be a difference in the type of vocabulary workers need to know. Some jobs such as fast food worker, only require knowledge of a non-technical vocabulary. Others jobs like that of electronics technicians, demand highly technical language.

Basic topics of language studied in a vocational ESL course include:

1. Language of the technical skill (includes the names of tools, equipment, tasks, and processes specific to the skill).

2. Language of safety including warnings, safety signs, and safety procedures.

3. Language of social interaction in class and on the job (formulas for calling in sick, requesting information, providing social information, shop slang, and so on).

4. Language related to job seeking skills (e.g., how to fill out application forms, interview techniques).

In contrast to vocational ESL classes for adults, secondary level Vocational ESL courses do not refer to job specific language training. English taught in these classes includes pre-vocational and pre-employment English. Pre-vocational English teaches the vocabulary and structures that are common to several vocational clusters so that students can enter various training classes. Pre-employment English concentrates on the language a student will need to find a job, such as: how to read ads, how to call about a job, how to fill out application forms, and interview language. (For sample vocational ESL materials, see Appendix E, pp. 90-100.)

The nature and content of the ESL course should be reflected in the scheduling of classes. As the name implies, Pre-vocational ESL classes are generally offered to students prior to placement in vocational classes. In contrast, Vocational ESL is provided concurrent with vocational training. Some programs begin the Vocational ESL classes a few weeks before training to cover general classroom language, safety or other non-technical langugage that will serve as a basis for instruction. Since pre-employment ESL is not given solely for vocational students, it can be offered at any time. However, when it is provided as a component to training, it is best offered after the skill training has taken place and students are ready for job hunting.

RESOURCES

"Background Information for Programs in ESL/Vocational Education for the Indochinese Refugee Adults." Center for Applied Linguistics, Arlington, VA.

A Guide to Manpower/Vocational ESL. Refugee Education Guides #8. English Language Resource Center, Washington, DC. Revised, 1981.

Handbook for the VESL Teacher. Illinois Adult Indochinese Refugee Consortium. Northwest Educational Cooperative, Arlington Heights, IL. 1981.

Improving Techniques in Teaching English for the Job. Developed by InterAmerica Research Associates. National Clearinghouse for Bilingual Education, Rosslyn, VA. 1982.

Industrial English. Susan Hodlin and T. C. Jupp. Heinemann Educational Books, London, England. 1975.

"It is Too Damn Tight - Media in ESOL Classrooms: Structural Features in Technical/Subtechnical English," TESOL Quarterly, Vol. 14, No. 2, June, 1980.

"Planning the Language Component." Bilingual Vocational (Part J), Mary Galvan, Austin, TX. 1977.

V. WHAT TYPE OF SERVICES DO LEP STUDENTS NEED TO SUCCEED IN VOCATIONAL PROGRAMS?

The LEP student, like any other potential vocational trainee requires a comprehensive vocational program which provides counseling and assessment, quality vocational training and assistance with job placement. However, to make these same services accessible to LEP students, they must be adapted so that language and culture do not impose barriers. Sometimes adaptation involves changes in staffing and resources, in other cases, modifications to the mode of service delivery.

In addition to learning a vocational skill, LEP students need to acquire the language and cultural skills to succeed in training and to function on the job. This requires programs to add new components or curriculum to teach these specialized skills. Language is generally taught through vocational specific ESL classes. Cultural awareness is often integrated into the instructional and counseling components.

Because many LEP students are also academically and economically disadvantaged, special attention must also be given to ancillary services, such as financial aid, transportation, daycare for children, remedial math or reading instruction, and so on. These services are oftentimes key to insuring participation and retention of special needs students.

Following is a list of recommended services for LEP students with suggestions for their adaptation.

A. Recruitment and Enrollment

Enrollment figures indicate that LEP students are underrepresented in vocational training programs. In part this is due to lack of information about programs and services available. Another factor is the barrier created by inappropriate testing or placement criteria. Vocational programs wishing to improve access to LEP students must therefore actively recruit as well as eliminate barriers. A program should:

1. Undertake steps to recruit LEP students, such as:

   - hiring a bilingual/bicultural recruiter
   - advertising in bilingual community newspapers, TV and radio programs
   - enlisting bilingual community support
   - developing bilingual promotional materials for parents and students
   - developing relations with social service and community agencies
   - coordinating with bilingual and ESL programs for referrals

   (See Recruitment Section, pp. 20-22.)

2. Adapt assessment procedures through:

   - the use of bilingual staff for testing
   - the acquisition or development of ESL tests to measure English proficiency
   - the use of bilingual or non-verbal vocational testing instruments
   - the establishment of equivalencies for educational training received in the U.S. and other countries

   (See Assessment Section, pp. 23-25.)

3. Revise placement criteria to insure access to the LEP student by:

   - eliminating arbitrary, biased entrance requirements
   - developing language proficiency criteria for each vocational course or area
   - reserving slots for LEP students or designating special section for the LEP
   - involving bilingual and ESL staff in the placement of LEP students

B. Instructional services

To insure that LEP students can succeed in the vocational training offered and that they acquire language skills to communicate during training and on the job, all elements of instruction must be adapted by:

1. Providing bilingual supports for vocational training, such as:

   - bilingual vocational instructors
   - bilingual vocational materials & glossaries
   - referrals to bilingual skill centers and learning labs
   - bilingual vocational aides or tutors
   - special vocational classes using simplified ESL techniques

   (See Staff Section, p. 29
   Materials Section, pp. 26-28
   Program Profiles Section, pp. 36-60.)

2. Providing vocationally oriented language training through:

   - development of job-specific ESL classes or tutoring services
   - coordination between ESL and vocational teachers
   - acquisition or development of vocational ESL (VESL) materials
   - incorporation of vocational and career modules into ESL curriculum

   (See VESL Section, pp. 5-7.)

3. Inservicing teaching staff on topics such as:

   - adapting instructional strategies
   - adapting materials
   - cultural sensitivity
   - team building among vocational and ESL/bilingual staff

   (See Appendix J-Inservice Resources p. 116
   Appendix H-Coordination pp. 107-113
   Appendix I-Resource Agencies pp. 114.)

4. Making facilities available for supplementary activities for LEP students, such as:

   - classrooms or meeting rooms for tutorial sessions
   - resource rooms for special bilingual materials
   - language labs for language practice

5. Offering vocational programs at sites convenient to LEP communities

6. Providing equipment needed in the instruction of LEP students, such as bilingual typewriters or audio-visual equipment

7. Scheduling of vocational courses with consideration to LEP student needs by:
    - providing open entry/exit
    - extending the school day/week/term to accomodate special courses or supplemental instruction
    - coordinating with other programs (e.g., bilingual, adult ESL, GED) to insure sequential student programs

C. Support services

LEP students are generally not only unaware of vocational offerings and career opportunities but also of other resources in the community and within the institution. Services which provide LEP persons with this information are crucial in making proper placement as well as in assuring retention.

1. To meet the needs of the LEP, Guidance and Counseling services should be modified through:
    - inservice of counselors on bicultural counseling techniques and LEP student needs
    - use of peer counseling activities
    - involvement of LEP families via special meetings, bilingual mailings, family counseling
    - integration of career activities into bilingual and ESL classes
    - field trips to orient LEP students to job sites
    - provision for professional bilingual counselor, bilingual aide/translator
    - acquisition or development of special English or bilingual career materials (see materials section, pp. 26-28.)
    - use of ethnic role models on "Career Days"
    - job development for bilingual positions
    - sensitization of prospective employers to LEP employees

2. Ancillary services which provide for the personal, financial and academic supports to insure retention may be provided by:

   - arranging for referrals to other agencies
   - subcontracting with community agencies
   - coordinating with other internal departments
   - organizing self-help groups, cooperatives, transportation pools, and so on

RESOURCES:

Bilingual Vocational Education in Massachusetts - A Resource Booklet. Massachusetts Department of Education, Division of Occupational Education, MA. 1980.

Horizon: An Overview of Vocational Education and Employment Training Services for Limited-English Proficient Persons in California. California Advisory Council on Vocational Education, Sacramento, CA. 1981.

"A Working Solution". Slide-Cassette Module. By Bilingual Vocational Education Project for Illinois State Board of Education, Springfield, IL. 1981.

VI. HOW DOES ONE PLAN A PROGRAM FOR LEP STUDENTS?

Implementing a successful vocational training program for the LEP students entails thorough planning and extensive development of resources and coordination. These initial stages facilitate attainment of a program's objectives and improve the quality/appropriateness of training. The first stage is a program-planning phase in which crucial judgements regarding who is to be served, what training area(s) should be offered, and what delivery system is to be used, are determined. During the program development phase, resources are developed, strategies are designed and linkages are established. These activities are all in preparation for the implementation phase in which the program meets its goal of vocational training through delivery of services to the LEP.

However, any new program requires institutional commitment. The administration must be willing to help finance the program and facilitate its operation, and the staff must be willing to modify the curriculum and instructional strategies. To obtain this support, the administration and staff must be made aware of the needs, the legal responsibilities, the viability of bilingual vocational training, and the institutional role in the economic well-being of the whole community.

Commitment is also necessary from the target population, community and employers. One avenue to obtain this support is by involving them in the program through participation in an LEP advisory council. Their diversified expertise is an invaluable asset for any program. Experience has shown that an advisory council can be particularly helpful with recruitment, job development, and curriculum design. Its other major roles are in program promotion and evaluation, and in facilitating linkages with the community.

Program Planning Phase

A. The first step in the decision-making process is to conduct a needs assessment to identify:

   1. Target Population Characteristics - e.g., numbers, languages(s) spoken, English proficiency, vocational skills and interests,

educational background, need for ancillary services. (See Identification Section, pp. 18-19, and Assessment Section, pp. 23-25.)

2. Labor Market Demands - jobs available, language and vocational skills required, application procedures, occupationally related requirements (e.g., citizenship, driver's license, union membership).

3. Available Resources - e.g., training facilities, funding, bilingual vocational resources, bilingual and ESL staff, sensitive or willing monolingual staff, support services within the institution and from community agencies, technical assistance, etc. (See Materials Section, pp. 26-28, Staffing Section, p. 29, and Funding Section, pp. 33-34.)

B. With information from the needs assessment, a program can be designed which matches needs with resources. In this second step, decisions are made regarding:

1. Program Goals - (e.g., training versus retooling, job placement versus mainstreaming into further training, career exploration versus vocational preparation).

2. Target Population To Be Trained (e.g., single versus multiple language groups, students at all levels of English proficiency versus only students with certain skill level, literate versus illiterate).

3. Area(s) and Length of Training - (e.g., number and kind of training areas to be offered to LEP students; short term versus multiple semester, day or evening classes).

4. Program Components - (e.g., instructional, ancillary, counseling, job development, recruitment).

5. Administrative Structure - (e.g., lines of authority, role of director, relationships among departments and with other agencies).

6. Staffing - (e.g., type of staff needed, roles and responsibilities, strategies for coordination).

7. Location/Facilities - (e.g., use of main campus or community site, use of work sites for OJT or internships, location of instructional, counseling and administrative components, necessary instructional and office equipment).

8. Program Evaluation - (e.g., criteria, who should evaluate, how).

See Services Section, pp. 8-12, and Program Profiles Section, pp. 36-60.

C. Securing funding to implement the proposed program is the third stage of planning. This may require writing proposals or simply amending the local program's "One and Five Year Plan for Occupational Education." (See Funding Section, pp. 33-34.)

Program Development Phase

Once a program is operational, human and materials resources must be acquired, developed and coordinated. Activities are initiated during the program development phase prior to the students entrance into the program. Some tasks such as materials development may continue, throughout the implementation of training.

A. Staffing - Generally, a bilingual vocational training program utilizes a bilingual vocational instructor or monolingual teacher and a bilingual aide, an ESL teacher, a program coordinator, a counselor/recruiter and a job developer. The need for additional tutorial or support staff varies with the type of ancillary services provided. Staff must be hired, reassigned or teamed to accommodate for staffing needs. Since few ESL or vocational educators have had experience or training in bilingual vocational education, staff development must be planned and provided. To insure ongoing communication among staff, coordination strategies must be designed. (See Coordination Section, pp. 30-32, and Staffing Section, p. 29, and Appendix J-Inservice Resources, p.116.)

B. Curriculum and Materials - Commonly an institution will decide to conduct training in a field in which it has experience and a basic vocational curriculum. However, few institutions have developed vocational

ESL curriculum which is job or occupational area specific. This curriculum must therefore be developed as must students' competencies which address both language and vocational skills. Instructional materials which take into account the culture and language proficiency of the students must be acquired, adapted or developed. These should include bilingual or simplified English vocational support materials, vocational ESL materials, and bilingual math and literacy resources. Recruitment and counseling materials will also need to be translated and adapted. (See Appendices B, C, and E for sample materials.)

C. Linkages - In most cases, an institution does not possess all the resources to properly serve the LEP population and therefore must rely on assistance from other institutions or agencies. This assistance may be related to recruitment, counseling, tutoring, language training, or ancillary services (e.g., day care, transportation, health care, job placement.) Arrangements must be made to formalize referrals or to provide for instruction/services outside the program. These arrangements may include informal agreements, inkind contributions or contracts for services. External linkages with potential employers must also be initiated. Having students participate in on-the-job- training (OJT) or practicum experiences can be explored. Job development is another aspect of coordination with employers. Internal articulation among departments (e.g., adult basic education, English as a second language, bilingual, vocational, and counseling) must also be developed to insure sequential student programs, proper placement and effective use of resources.

D. Scheduling - Class schedules should be developed with consideration to student needs and to staff needs. Vocational and ESL teachers should be able to participate in each others classes and have time for joint planning, curriculum development, and assessment of student progress.

E. Assessment - Once the broad determination is made that a student has limited English proficiency, further assessment is needed to insure appropriate services. Assessment should ascertain English language proficiency, native language proficiency, occupational interests, aptitudes and experience, general abilities, and need for ancillary services. Because of the paucity of appropriate instruments, programs will need to adapt or develop local instruments and strategies to assist with placement and instructional planning. (See Assessment Section, pp. 23-25.)

Program Implementation Phase

This phase of the program entails the actual delivery of services. To properly implement these services requires careful administration through detailed record-keeping and budgeting. Documentation helps validate the services provided and also serves as a tool for program evaluation. Close coordination among the staff must be maintained. Communication with other departments within the institution and with the community are also important, to avoid the isolation common to special funded programs. Continual contact and coordination facilitate the institutionalization of services.

RESOURCES:

Assessing Successful Strategies in Bilingual Vocational Training. Developed by InterAmerica Research Associates. National Clearinhouse for Bilingual Education, Rosslyn, VA. 1981.

Bilingual Vocational Materials - A Developer's Guide. By Bilingual Vocational Project for Illinois State Board of Education, Springfield, IL. 1982.

A Planning Handbook for Bilingual Vocational Education. George Wehrs and Pilar Aman. The Bilingual Vocational Training Project, University of Wisconsin-Stout, Menomonie, WI. 1981.

Serving Students with Limited English Proficiency: A Guide for Kentucky Vocational Educators. Center for Career and Vocational Teacher Education, Western Kentucky University, Bowling Green, KY. June, 1981.

Strategies for Outreach Services in Bilingual Vocational Training Programs. Kirshner and Associates, Inc. Washington, DC. Due 1983.

VESL Materials for the Job-Site. (Materials workshop report) Illinois Adult Indochinese Refugee Consortium, Northwest Educational Cooperative, Arlington Heights, IL. 1982.

Vocational Education for the Limited English-Speaking: A Handbook for Administrators. By Bilingual Vocational Education Project for the Illinois State Board of Education, Springfield, IL. February, 1979.

VII. HOW DOES ONE IDENTIFY THE LEP POPULATION IN A DISTRICT/SCHOOL?

Vocational programs staff are generally unaware of the LEP population in their district/school because of the scarcity of LEP students enrolled in vocational classes. Therefore, for program staff to effectively plan services for this target group, they must identify the current and projected number of LEP students in their area. Information on the LEP students' characteristics, educational needs and interests can further help in determining staffing needs and instructional strategies. Following are suggested strategies for compiling data on the LEP population in a district/school.

A. At the secondary level:

1. Review the LEP statistics for your school/district provided in the annual bilingual census conducted for the Illinois State Board of Education, Bilingual Section. This data will provide the numbers, languages spoken and language proficiency levels of the LEP students in your school/district.

2. Identify the number of students receiving English as a Second Language or bilingual support services.

3. Survey teachers and counselors to identify students who are having difficulties in class which may be due to language problems. (For a sample referral form, see Appendix A, p. 64.)

4. Disseminate student and/or parent questionnaires to ascertain language background and educational problem areas. (For a sample home language survey, see Appendix A, pp. 62-63.)

B. At the adult level:

1. Review the data from the local ABE/ESL program which can give you information on numbers, ethnic groups and proficiency levels of LEP students enrolled in these programs.

2. Check with community agencies serving a language minority. They may have data on numbers and needs of LEP clients.

3. Survey the area either through a door-to-door canvass, telephone or mail survey.

4. Review the data in Limited English-Speaking Adults in Illinois: A Linguistic Demographic Report Based on A Documentary Survey available from the Bilingual Vocational Education Project (see p. 115 for address). This provides LEP population data by Illinois county and language groups.

RESOURCES:

Identification and Assessment of Limited English Proficient (LEP) Students in Vocational Education Programs: A Handbook of Procedures, Techniques, and Resources. By the University of Illinois for the Illinois State Board of Education, Springfield, IL. 1982.

Occupational Education for Students of Special Needs. Illinois State Board of Education, Springfield, IL. 1978.

VIII. HOW DOES ONE RECRUIT LEP STUDENTS FOR VOCATIONAL PROGRAMS?

A. Adaptation considerations

Although most vocational programs have ongoing recruitment strategies, consideration is seldom given to their usefulness with LEP persons. To be effective, recruitment materials and strategies must be adapted culturally and linguistically. Important points to remember are:

1. Dissemination of information should be in the target group's primary language(s) since by definition LEP persons have limited ability to understand written or spoken English.

2. Printed and visual materials should depict the target ethnic group or be multicultual.

3. Recruitment materials and efforts should clearly let the LEP person know that language is not a barrier to admission and that bilingual support services will be provided.

4. Recruiters should have knowledge of the network/communication system used by the target ethnic group. One group may rely on the radio for information, another may use church meetings, and yet another may depend on a patriach/leader to disseminate information to the group. Someone from the target group can be a good source of information on these communication networks.

5. When working with youth, recruiting activities should reach parents as well as students. Within different ethnic groups decision making is commonly a family or even community concern.

6. Recruitment activities should be organized and ongoing, particularly when new programs or courses are promoted. Since vocational education has seldom collaborated with bilingual/ESL programs, or with community and social service agencies serving the LEP population, special efforts must be made to make the community aware of your services and to facilitate articulation among service providers.

7. Staff assigned to conduct outreach and recruitment should be bilingual and bicultural whenever possible. Using former trainees/students, bilingual education teachers, representatives from community agencies, or paraprofessionals can augment the recruiting staff's language capabilities.

B. Useful strategies

Commonly used recruitment strategies include:

1. Announcing programs via the media - particularly minority newspapers, radio and T.V. shows. (See Appendix B, pp. 66-68.)
2. Offering bilingual pre-vocational/exploration programs.
3. Speaking at informational meetings in the community.
4. Dissemination of printed notices, posters, or flyers in the community e.g., churches, stores, bars, employment sites. (For sample flyers, see Appendix B, pp. 69-73.)
5. Arranging for referrals from community agencies.
6. Hosting socials and open houses.
7. Providing career awareness activities integrated into the bilingual/ESL or other educational programs.
8. Sending mailings to the home or place of work of LEP persons.
9. Using audio-visual materials to explain local vocational programs.

RESOURCES:

Bob & Caren & Ted & Janice. North Hollywood, CA: Paramount Communications. N.D. Color Film, 25 min. (Spanish) Level: High School, or parents of teenagers. In this film, four high-school students face making a career decision. Counseling and vocational training are offered as solutions.

Everyone Wants a Good Job/Todos queremos un buen empleo. By Bilingual Vocational Education Project for the Illinois State Board of Education, Springfield, IL. 1979. Color slides and cassette , min. (Spanish). Level: Jr. High-Adult. This set of slides and accompanying cassette explains vocational education programs and how they help prepare LEP persons for jobs. Stresses special bilingual help available to trainee for acquiring job skills and language proficiency.

Fair Recruitment: Model and Strategies. By Southern Illinois University for the Illinois State Board of Education, Springfield, IL. 1980. This handbook provides a model for fair recruitment and strategies that can be used to recruit adult, handicapped and culturally different students. The strategies include the use of print and audio-visual materials as well as group presentation.

Revolucion en relevancia. (Revolution in Relevance) Hollywood, CA: Paramount Communications. N.D. Color film, 20 min. (Spanish) Level: 9-Adult. Changes in education and the labor market set the tone for introducing the benefits of vocational education in today's society. Three case studies show how vocational education can serve to explore careers, finance further studies, and build on other skills.

Local programs have also developed bilingual, audio-visual recruitment materials for use with LEP students. To view some of these locally-produced resources, contact:

Bilingual Access Program
Elgin Community College
1700 Spartan Drive
Elgin, IL 60120
(312) 697-1000
Materials in: Spanish

Southern Illinois University
School of Technical Careers
Carbondale, IL 62901
(618) 536-6682
Materials in: Spanish, Laotian, Arabic, and Thai

Benito Juarez High School
2150 South Laflin Street
Chicago, Il 60608
(312) 942-8860
Materials in: Spanish

Vermilion Occupational Technical
  Education Center - VOTEC
Catlin Road
Danville, IL 61832
(217) 443-0770
Materials in: Laotian

IX. HOW DOES ONE ASSESS THE LEP STUDENT?

Once the broad determination is made that a student has limited English proficiency, further assessment is needed to insure appropriate services and help with program planning. Assessment should be conducted in the following areas:

A. English language proficiency.

Language demands of different occupations will vary. However, because of the need to use all four language skill areas (listening, speaking, reading and writing) either on the job or during training, it is advisable to assess the student both orally and through a written instrument. Both teacher-made and commercially-developed English as a Second Language tests are available. These types of tests include individually or group administered instruments, and range from 10 to 45 minutes in length. Since most of these instruments were not developed to meet vocational training needs, many programs have adapted these tests for local placement use. (See Appendix C, pp. 74-86.) Informal screening and assessment strategies such as oral interviews, writing samples, and Cloze tests (see pp. 75-78) are also administered. It is advisable that a native English-speaker assess English language proficiency. A student's language proficiency should be assess periodically throughout training.

B. Native language proficiency.

Since some support services and materials will have to be provided in the native language, it is important to assess the student's skills in his/her native language. Unfortunately, few instruments are available especially for adults from a non-Spanish speaking background. Many programs have developed their own placement tests or strategies including interviews, writing samples, forms, and reading comprehension tests in the native language. A proficient speaker of the language being tested should conduct the assessment.

C. Occupational interests, aptitudes, and experience.

Several career interest inventories have been translated primarily into Spanish. Pictorial tests which do not rely on written language are also used. However, most LEP students are unfamiliar with occupational titles and vocational program offerings. Therefore more indepth assessment and orientation are often provided through bilingual counseling, hands on exploration experience, and career awareness integrated into the ESL or bilingual curriculum. Vocational aptitude is generally assessed using work sample instruments which do not require reading or writing skills to perform. Interviews to ascertain previous work experience in the field are also helpful.

D. Achievement and general aptitute.

To avoid the pitfall of testing the LEP person's English language and reading ability instead of his or her skills, knowledge or aptitudes, one should identify instruments and strategies that 1) are adapted for second language learners and 2) have been reviewed for cultural bias. Several achievement and ability tests have been translated. Others are nonverbal and can be used with any language group. Since most of those translated are either in Spanish or Vietnamese, local programs have developed their own placement tests which diagnose only basic skills related to the vocational training offered, such as the math ability of a student entering a machine tool course.

For many limited English-speaking persons, testing, counseling and college registration practices are new and frightening experiences. It is important to make initial placement testing simple and to have available someone who can communicate in the person's native language.

E. Need for ancillary services.

Many LEP students, especially adults may need services such as child care, transportation, and/or financial aid, to participate in and complete a vocational program. Through an interview, a bilingual counselor can assess these needs and make referrals to appropriate staff or social service agencies.

The following are sources of information regarding available tests and recommended strategies:

Identification and Assessment of Limited English Proficiency Students in Vocational Education. By the University of Illinois for the Illinois State Board of Education, Springfield, IL. 1982.

Descriptive Bibliography of Bilingual Tests for the Secondary Level. Illinois Resource Center, Northwest Educational Cooperative, Arlington Heights, IL. 1980.

Serving Students with Limited English Proficiency. A Guide for Kentucky Vocational Educators. Susan Adams. Center for Career and Vocational Teacher Education, Western Kentucky University, Bowling Green, KY. 1981. (pp. 11-21)

Testing Instruments and Procedures for Adult English as a Second Language. Illinois Statewide ESL/AE Service Center, Northwest Educational Coorperative, Arlington Heights, IL. 1981.

X. WHERE ARE BILINGUAL VOCATIONAL AND LANGUAGE MATERIALS AVAILABLE?

One of the difficult tasks in developing vocational programs for LEP students is finding appropriate materials either in the students' native language or in simplified English. Review of commercially available bilingual vocational/career resources reveals that most are in Spanish, some produced in foreign countries, others translated from U.S. texts. Materials available in other languages (e.g., Vietnamese, Korean, Chinese, Laotian) are primarily developed locally.

Bilingual resources for career education are predominately for career awareness, providing basic information on types of jobs, duties and requirements. Most are audio-visual resources, although manipulatives and simplified English print materials are also available.

Vocational training resources tend to be supplemental in nature, especially teacher-made materials. This is especially true for non-Spanish language materials which frequently only consist of bilingual glossaries/lexicons of technical terms. Most bilingual vocational materials are for skill training in industrial and business occupations with few resources available in the health, home economics, and agricultural fields. Materials developed for home economics deal primarily with cooking and sewing.

Resources to conduct vocational ESL instruction are also very scarce. Commercial materials deal with pre-employment or career exploration language needs. It is primarily the teacher-made resources which are job specific.

When choosing materials one should keep in mind the student's native language abilities, basic skills, the appropriateness of the content and the accessibility of the resource. Most materials will have to be used selectively, and will require some adaptation to suit local needs. Their main value is as a guide for local teachers and curriculum developers.

Several bibliographies have been compiled which identify available resources. Among them:

Bibliography of Currently Available Vocational Education Curriculum Materials for use with Students of Limited English Proficiency. Center for Career and Vocational Teacher Education, Western Kentucky University, Bowling Green, KY

Bibliography of Bilingual Materials for Career/Vocational Education—A List of BESC Library Holdings. Bilingual Vocational Education Project for the Illinois State Board of Education, Springfield, IL. 1980.

Bilingual Vocational Instructional Materials: An Inventory. By Dennis Sayers for the University of Hartford, West Hartford, CT. 1982.

In Illinois, materials may be obtained on a loan basis from:

Northwest Educational Cooperative
500 South Dwyer Avenue
Arlington Heights, IL 60005
(312) 870-4114

Illinois Vocational Curriculum Center
Sangamon State University
Springfield, IL 62708
(217) 786-6375

Program and teacher-developed materials may be obtained from:

Illinois State University
Dissemination Center
Handicapped and Disadvantaged Project
Turner Hall 205
Normal, IL 61761
(309) 436-6627

Curriculum Publications Clearinghouse
Western Illinois University
Horrabin Hall 46
Macomb, IL 61455

For assistance in identifying particular resources one can contact educational clearinghouses, state departments of education, professional organizations and resource agencies. For a listing of these, see Appendix I, p. 114.

Because of the paucity of appropriate materials, your program may need to d develop locally relevant materials in the area of assessment, career counseling, vocational training or vocational ESL. The following resources may be helpful:

Bilingual Vocational Materials: A Developer's Guide. By Bilingual Vocational Education Project for the Illinois State Board of Education, Springfield, IL. June, 1982.

Handbook for the VESL Teacher. Illinois Adult Indochinese Refugee Consortium. Northwest Educational Cooperative, Arlington Heights, IL. 1980.

Vocational and Bilingual Curriculum Development: A Cooperative Effort. Final Report. Department of Technology and Industrial Education, New York University, NY. 1976.

XI. WHERE DOES ONE FIND BILINGUAL VOCATIONAL STAFF?

Finding qualified bilingual personnel to work in vocational programs is often a challenging and difficult task. However there are several potential sources of staff including:

A. Local program - Sometimes a program is fortunate enough to identify vocational teachers or bilingual aides who could be reassigned to work with the LEP students in vocational classes. For example, a bilingual clerical teacher could be assigned a special section for all LEP students which could be conducted bilingually. A teacher-aide providing assistance with other content areas could be reassigned part-time to tutor vocational students. Another source is bilingual students who have successfully completed vocational courses. At the secondary level, these students are sometimes hired to tutor the LEP students during study hall or after school.

B. Local business and industry - Individuals skilled in a vocational field who are also bilingual may be willing to teach or assist in a vocational class, on a part-time basis. Depending on their own work schedules, some may only be available for evening or Saturday classes. Canvassing local employers as well as advertising in bilingual newspapers, radio and television, are excellent means of reaching this potential teacher.

C. Bilingual teacher training programs - There are numerous institutions that are currently preparing bilingual vocational and bilingual elementary/secondary teachers. (For a listing of these, see Appendix F, pp. 101-104.)

In addition to the above mentioned sources, it is helpful to consider advertising an opening in professional bilingual, ESL and vocational newsletters (see Appendix G, p. 105). An excellent advertising resource is the Bilingual Jobline, a publication listing job openings. For information contact:

National Clearinghouse for Bilingual Education
1300 Wilson Blvd., Suite B2-11
Rosslyn, VA 22209
Hotline (800) 336-4560

XII. HOW DOES ONE IMPROVE COORDINATION BETWEEN ESL AND VOCATIONAL STAFF?

Coordination plays a major role in the success of many programs, but particularly for vocational training programs serving LEP students. These programs must integrate staff with different goals and expectations and in some cases even from different administrative bases. But what does coordination mean? In a programmatic sense, to coordinate can mean: 1) to produce a common goal, and 2) to work together in a smooth concerted way. The goal of most vocational training programs serving LEP students is to prepare these individuals for meaningful employment by providing them with the needed language and occupational skills. This is accomplished by integrating the vocational ESL and the vocational instructional components. Each has unique as well as shared responsibilities. The vocational ESL instructor teaches language within an occupational context and in so doing reinforces vocational concepts. Similarly, the vocational instructor provides language practice while teaching vocational skills.

Coordination can assure that each staff member is working toward the same goal. By cooperating, each instructor can also learn about the other's field thereby facilitating his/her own job. But most importantly, coordination between the ESL and the vocational staff will result in relevant curriculum and instruction for the LEP student.

The ESL and vocational staff should cooperate to design and implement all aspects of the program. Coordination is particularly crucial in:

- Determining program goals
- Identifying student competencies for mastery
- Developing selection and placement criteria and strategies
- Assessing student progress
- Designing curriculum and scheduling
- Implementing instruction
- Developing materials
- Evaluating program success
- Planning and conducting staff development

There are several factors that may hinder cooperation between ESL staff and vocational staff. Some are attitudinal due to lack of information about roles and responsibilities. Others are organizational such as multiple supervisors and funding, scheduling conflicts, and staff time restraints. Even the physical location of the vocational and vocational ESL components needs to be examined as a possible deterrent to coordination.

Much can be done to foster and facilitate coordination between the ESL and the vocational staff, including the following strategies:

1. Provide ESL and vocational classes in the same facility.

2. Centrally locate student progress files to house both ESL and vocational records.

3. Schedule vocational ESL and vocational courses consecutively.

4. Disseminate information among staff regularly (i.e., information concerning program, staff, student progress, resources, inservices). Use newsletter, flyers, handouts, and so on.

5. Host social and cultural functions with staff and students.

6. Use the same materials/resources to teach ESL and vocational skills.

7. Have teachers observe each other's classes.

8. Hold joint departmental meetings and inservices to clarify roles, responsibilities, and to plan services.

9. Select a representative to attend each other's department meetings.

10. Team teach through use of mini course or special units.

11. Provide mini grants to encourage team development of curriculum and materials adaptation.

12. Have ESL/bilingual director and vocational director co-direct programs forLEP students.

Coordination can best be achieved when both the ESL and the vocational staff 1) agree with the program's goal(s), 2) understand their own and each other's responsibilities, and 3) have equal status in the program. Team-building sessions which allow for expression of expectations and concerns are extremely helpful in clarifying perceptions and problem-solving. (For Team Building exercise see Appendix H, pp. 107-113.)

XIII. IS THERE FUNDING AVAILABLE FOR LEP PROGRAMS?

Providing support services for LEP students may entail additional expenses for specialized staff, bilingual resources, staff development activities, language training equipment, and so on. To offset the excess cost of training LEP students, a program can turn to various funding sources at the federal, state and local level. Some funding is designed specifically for LEP persons, such as bilingual vocational training or LEP set-aside funds. (See Funding Chart, p. 34.) However, programs should also explore more generic categories of funding such as curriculum development, staff training, and career counseling.

In an era of limited funding, programs are exploring other ways of defraying costs. One of the most successful approaches is the development of cooperative agreements among educational agencies, community agencies, and business/industry. For example, a community college which provides ESL and job training is aided by a community agency which helps with counseling and recruitment and by several employers who offer paid practicum experiences. Sharing bilingual resource persons and materials among several districts is another cost saving strategy.

Since funding categories and priorities are continuously changing, it is advisable to contact the agencies with responsibility for vocational training to update funding information.

FUNDING CHART

FUNDING TITLE	POPULATION TO BE SERVED	SOURCE
Title VII, Bilingual	Elementary/Secondary	U.S. Dept. of Education OBEMLA BVI-Reporters Building 400 S. Maryland S.W. Washington, DC 20202 (202) 245-2595
Bilingual Vocational Training, Instructor Training & Curriculum	Adult	U.S. Dept. of Education OBEMLA (same as above)
Adult Basic Ed. Grant	Adult	IL. State Bd.of Ed. Dept. of Adult, Vocational and Technical Education 100 N. First Street Springfield, IL 62777 (217) 782-3370
PL 94-482: LEP Set Aside	Secondary/Adult	ISBE, DAVTE (217) 782-4870
Disadvantaged Student Grant	Adult	IL. Comm. College Board 518 Iles Park Place Springfield, IL 62718
Comprehensive Employment Training Act (CETA)	CETA Eligible Youth and Adults	CETA Prime Sponsors
Refugee Act	All adult refugees	Refugee Resettlement Programs IL. Dept. of Public Aid 624 S. Michigan Avenue Chicago, IL 60605
Migrant & Migrant Youth	Youth and Adult	Office of National Farmworker and Rural Programs Employment & Training Ad. Patrick Henry Bldg. Washington, DC 20005
Private Foundations	All populations	Foundation Reporter 1000 Vermont Ave. N.W. Washington, DC 20005 Foundation 500 Foundation Service 39 E. 51st Street New York, NY 10022 Foundation Directory Columbia University Press 136 S. Broadway Irvington-on-Hudson, NY 10533

BEST COPY AVAILABLE

XIV. HOW DOES ONE CLAIM FOR LEP FUNDING FORM DAVTE?

To be eligible to receive LEP funding, a vocational program must have a One and Five Year Plan for Occupational Education approved by the Department of Adult, Vocational and Technical Education, Illinois State Board of Education. This plan must address the identification criteria and services to be provided to LEP students in vocational education. Money claimed for the LEP must be spent on services for LEP students in vocational programs which can be audited. These include services incurring excess costs to the program such as:

- Hiring support staff - e.g., bilingual aides/tutors, vocational ESL teachers, bilingual recruiters or counselors
- Purchasing materials - e.g., bilingual vocational, vocational ESL, language assessment instruments
- Translating or Developing resources - e.g., vocational or ESL curriculum, career or recruitment materials; assessment tests
- Inservicing staff - e.g., hiring consultants, paying stipends or substitutes
- Contracting for support or ancillary services - e.g., transportation, child care psychological testing

For additional information contact:

Illinois State Board of Education

Department of Adult Vocational and
Technical Education
Program Approval Section or
Consultant Services - Handicapped and Disadvantaged
100 North First Street
Springfield, IL 62777
Telephone: (217) 782-4870

XV. WHAT ARE OTHER PROGRAMS DOING?

Programs are responding to the needs of LEP students in a variety of ways. Some programs place the emphasis on career awareness and general English language skills development. Others are primarily concerned with vocational placement and offering bilingual supports to insure the student's successful participation. Many adult programs are utilizing some form of bilingual vocational training which combines job-specific English language training with vocational skill training provided bilingually. Common to most programs is the attention paid to ancillary services and counseling to assure student retention.

In districts with small numbers of LEP students, the mode of delivery of services tends to be mainstreaming with individualized tutorial assistance in language and vocational content. Districts with a larger LEP population offer special classes for vocational and language training or provide bilingual assistance through materials, tutors or bilingual aides.

In some programs LEP students from different language backgrounds are served separately. In other instances, LEP students from various language groups are taught in the same class.

Generally, programs offering bilingual vocational training which is especially designed for LEP students (e.g., federal bilingual vocational programs) will accept students with minimal or no English language skills. Those programs mainstreaming LEP students tend to require a higher level of English proficiency for admission.

Following are program profiles describing vocational programming approaches from across the country. They have been chosen to illustrate the variety of services provided to LEP students at the secondary and post-secondary/adult levels from diverse educational institutions.

PROGRAM PROFILE

Program Title: Project Access

Institution: Juarez High School

Address: 2150 South Laflin Street
Chicago, IL 60608

Telephone: (312) 942-8860

Program Adm/Mgr: Jose Rodriguez

Source(s) of funding: Illinois State Board of Education
Department of Adult, Vocational and Technical Education

Program Goals:
1) To insure that the LEP student is acquiring skills at a level equal to his English speaking counterpart.
2) To increase the number of LEP students in vocational education and the numbers graduating from high school.

No. of years in operation: 3 years

Target population: 206 students per semester Language(s): Spanish

ESL level(s): beginning, intermediate, advanced

Age group(s): 14-18 years

Community characteristics: urban

Vocational training areas: Auto Shop, Wood Shop, Drafting, General Shop, Typing, Accounting

Length of training: 40-80 minutes/day, 5 days/week for 20 weeks

Instructional mode: Vocational instruction is conducted in English with bilingual peer tutors offering help in and outside of class. Vocational materials have been translated into Spanish.

ESL training: General purpose ESL - Concurrent with vocational training

Length of ESL training: Levels 1 & 2 - 80 minutes/day, 5 days/week for 20 weeks
Level 3 40 minutes/day, 5 days/week for 20 weeks

Program services	**Provider**
Outreach and Recruitment	staff
Intake and Assessment	staff
Counseling	staff
Ancillary instruction	
Cultural Awareness	staff
Consumer/Survival Skills	staff
General ESL	staff
Job Orientation and Counseling	
Work Habits, Behavior	staff
Looking/Applying for Jobs	staff
Job Development	staff
Job Placement	staff
Follow-up on Trainees	staff
Follow up with Employers	staff

Supportive Service	**Provider**
Transportation	referral
Child Care	referral
Income Assistance	referral
Physical Health Care	referral
Mental Health Care	referral
Housing Assistance	referral
Family Services	referral
Protective Services	referral

Unique characteristics: Shop, vocational teachers, and bilingual teachers work together to develop basis instructional materials.

Use of bilingual peer tutors in both the classes and additional help outside of class.

PROGRAM PROFILE

Program Title: U.46 Vocational Education for LEP Students

Institution: Elgin School District U.46

Address: 4 South Gifford
Elgin, IL 60120

Telephone: (312) 888-5310

Program Adm/Mgr: Jan Lochary

Source(s) of funding: Department of Adult, Vocational and Technical Education
Illinois State Board of Education

Program Goals: 1) To provide an opportunity for any LEP student to enter vocational classes.

2) To help the LEP student to succeed in vocational classes.

No. of years in operation: 3 years

Target population: N.A. Language(s): Spanish & Laotian

ESL level(s): beginning, intermediate, advanced

Age group(s): 12-20 years

Community characteristics: urban, suburban

Vocational training areas: Drafting, Machine Shop, Auto Mechanics, Health, Data Processing, Metals, Typing, Foods, Clothing, Home Economics, Pre-Vocational.

Length of training: 5 hrs/week for 18 weeks

Instructional mode: Classes are taught in English-some have bilingual aides some have student tutors. The vocational instructors have been in-serviced to use ESL techniques and strategies for LEP students in vocational classes such as modifying vocabulary.

ESL training: General purpose, and VESL.

Length of ESL training: as needed

Program services	Provider	Supportive Service	Provider
Outreach and Recruitment	staff	Income Assistance	referral
Intake and Assessment	staff	Physical Health Care	referral
Counseling	staff		
Ancillary instruction			
Cultural Awareness	staff		
Consumer/Survival Skills	staff		
General ESL	staff		
Job Orientation and Counseling			
Work Habits, Behavior	staff		
Looking/Applying for Jobs	staff and referral		
Job Development	referral		
Job Placement	referral		
Follow-up on Trainees	referral		
Follow up with Employers	referral		

Unique characteristics: The program inservices the existing vocational staff to become more sensitive to the needs of LEP students and also how to adapt and modify curriculum so that students can be successful in courses.

The program also utilizes bilingual aides and tutors as well as translated materials.

PROGRAM PROFILE

Program Title: Vocational Education Title 7

Institution: Senn High School

Address: 5900 N. Glenwood Avenue
Chicago, IL 60622

Telephone: (312) 334-5828

Program Adm/Mgr: Alice Esaki

Source(s) of funding: Title VII

Program Goals: Find employment, pre vocational awareness, skill training to get a job, career awareness

No. of years in operation: 6 months

Target population: 200 students projected

Language(s): Spanish , Laotian, Assyrian, Hmong, Cambodian, Vietnamese

ESL level(s): beginning, intermediate

Age group(s): 14-21 years

Community characteristics: urban

Vocational training areas: Typing, Clerical/Bookkeeping, Health Services, Home Economic Survey, Building/Maintenance Mechanics, Drafting.

Length of training: 39 weeks - 5-10 hrs/week

Instructional mode: Simplified English and aides to translate in vocational clasees and aid in materials development.

ESL training: General purpose ESL

Length of ESL training: 2 hours per week/39 weeks

Program services	Provider	Supportive Service	Provider
Outreach and Recruitment	staff	Transportation	referral
Intake and Assessment	staff		
Counseling	staff		
Ancillary instruction			
Cultural Awareness	staff		
Consumer/Survival Skills	staff		
General ESL	staff		
Basic, GED	staff		
Job Orientation and Counseling			
Work Habits, Behavior	staff		

Unique characteristics: The program is modifying the language used in the vocational class so that LEP students from all language backgrounds can be mainstreamed.

PROGRAM PROFILE

Program Title: Life Centered Education for Migrant Youth

Institution: DeKalb Community Unit School District 428

Address: 145 Firk Avenue
DeKalb, IL 60115

Telephone: (815) 758-3474

Program Adm/Mgr: John Cassani

Source(s) of funding: Title I - Illinois State Board of Education
Illinois Migrant Council

Program Goals:

1) Basic skills so the students can successfully compete in home based schools.
2) Continuation of the education process through a linkage with Texas programs.
3) Generate credits for high school graduation.
4) Personal development activities and social skills.
5) Occupational education orientation and motivation.

No. of years in operation: 7 years

Target population: 125 students grades 9-12

Language(s): Spanish

ESL level(s): beginning, intermediate, advanced

Age group(s): 15-21 years

Community characteristics: rural

Vocational training areas: Occupational Orientation which includes counseling and guidance, Basic Skills, GED.

Length of training: 6 hr/day for 40 days

Instructional mode: Instruction in English plus bilingual aides in the classroom

ESL training: Basic Skills

Length of ESL training: as needed according to ESL level.

Program services	Provider
Outreach and Recruitment	staff
Intake and Assessment	staff
Counseling	staff
Ancillary instruction	
Cultural Awareness	staff
Consumer/Survival Skills	staff
General ESL	staff
Basic, GED	referral
Internship	staff
Job Orientation and Counseling	
Work Habits, Behavior	staff
Looking/Applying for Jobs	staff
Job Development	referral
Job Placement	referral
Follow-up on Trainees	referral
Follow up with Employers	referral

Supportive Service	Provider
Transportation	staff
Income Assistance	referral
Physical Health Care	staff
Mental Health Care	referral
Housing Assistance	referral
Family Services	referral
Protective Services	referral

Unique characteristics: The program offers comprehensive services including medical, educational, recreational and social services. The program cooperates with the Migrant Student Record System.

PROGRAM PROFILE

Program Title: Project Trabajo
Teaching Retarded Adolescents Bilingually: Academics and Job Orientation

Institution: New York City Board of Education

Address: 234 W. 109th Street
New York, NY 10025

Telephone: (212) 662-0971

Program Adm/Mgr: Lilliam Gonzalez

Source(s) of funding: Title VII

Program Goals: For the students to achieve independence and self sufficiency,

No. of years in operation: 3 years

Target population: 80 students/year Language(s): Spanish

ESL level(s): Beginning, intermediate, advanced

Age group(s): 13-21 years

Community characteristics: urban

Vocational training areas: Career Orientation

Length of training: 5 hrs/day/week

Instructional mode: All classes are staffed with bilingual instructors. Career Orientation curriculum is incorporated into all classes.

ESL training: Survival/Functional ESL

Length of ESL training: 5-10 hours/week

Program services	Provider
Ancillary instruction	
Cultural Awareness	staff
Consumer/Survival Skills	staff
General ESL	staff
Job Orientation and Counseling	
Work Habits, Behavior	staff
Looking/Applying for Jobs	staff

Unique characteristics: This program serves bilingual handicapped students.

PROGRAM PROFILE

Program Title: A Program to Develop and Compare Two Models of Vocational Education for LEP Students

Institution: Waubonsee Community College

Address: Route 47 at Harter Road
Sugar Grove, IL 60554

Telephone: (312) 466-4811 x320

Program Adm/Mgr: Michael G. Kelly

Source(s) of funding: Department of Adult, Vocational and Technical Education
Illinois State Board of Education

Program Goals: Entry level job skills; job upgrading; further training

No. of years in operation: 2 years

Target population: 30 students/semester

Language(s): Primarily Spanish, Laotian, Vietnamese,

ESL level(s): high beginning, intermediate, advanced

Age group(s): Adult, primarily 25-35 years

Community characteristics: urban

Vocational training areas: Machine Tool, Secretarial Science

Length of training: 6 hrs/week, 16 week/semester

Instructional mode: For the Project's comparison of instructional models, during the Fall 1981 semester the students were taught in the bilingual mode, and in the Spring semester in English only.

ESL training: VESL for each training area, concurrent with vocational training; referrals to ESL

Length of ESL training: 8-10 weeks, 16 weeks

Program services	Provider
Outreach and Recruitment	staff
Intake and Assessment	staff
Counseling	staff
Ancillary instruction	
Cultural Awareness	staff
Consumer/Survival Skills	staff
Basic, GED	referral
Job Orientation and Counseling	
Work Habits, Behavior	staff
Looking/Applying for Jobs	staff
Job Development	staff
Job Placement	staff
Follow-up on Trainees	staff
Follow-up with Employers	staff

Supportive Service	Provider
Income Assistance	referral
Physical Health Care	referral
Mental Health Care	referral
Housing Assistance	referral
Family Services	referral

Unique characteristics: The program is experimenting with two models of instruction.

The program has developed and field tested comprehensive Machine Tool vocational materials in simplified English, including student textbook, workbook, native language supplements, and corresponding VESL materials.

PROGRAM PROFILE

Program Title:	Bilingual Training Program in Housing Careers
Institution:	Bronx Community College
Address:	University Avenue & 181st Street Bronx, NY 10453
Telephone:	(212) 220-6353
Program Adm/Mgr:	Rafael Diaz
Source(s) of funding:	OBEMLA

Program Goals: Job placement in housing careers.

No. of years in operation: 5 years

Target population: 210 students per semester   Language(s): Spanish

ESL level(s): beginning, intermediate, advanced

Age group(s): 25 years

Community characteristics: urban

Vocational training areas: Building Maintenance, Building Management, Building Repair

Length of training: 12 hrs/week - 16 weeks

Instructional mode: Bilingual/transitional. All instruction is done in Spanish but they transition to English as the end of the course draws near.

ESL training: VESL - Specific to the training areas.

Length of ESL training: 6 hrs/week - 16 weeks

Program services	Provider
Outreach and Recruitment	staff
Intake and Assessment	staff
Counseling	staff
Ancillary instruction	
Consumer/Survival Skills	staff
Job Orientation and Counseling	
Work Habits, Behavior	staff
Looking/Applying for Jobs	staff
Job Development	staff
Job Placement	staff
Follow-up on Trainees	staff
Follow up with Employers	staff

Unique characteristics: This is a federally funded bilingual vocational project leading to immediate employment.

PROGRAM PROFILE

Program Title: Business Education for Career Advancement

Institution: National College of Education

Address: 18 S. Michigan Avenue
Chicago. IL 606

Telephone: (312) 621-9682

Program Adm/Mgr: Sy Mandell

Source(s) of funding: Tuition of students and student grants

Program Goals: Employment and entry level jobs

No. of years in operation: 2 years

Target population: 450 students/quarter Language(s): Spanish, Chinese, Polish, Asiatic, Thai, Laotian, Vietnamese

ESL level(s): beginning, intermediate, advanced

Age group(s): 18-50 years (average age late 20's)

Community characteristics: urban

Vocational training areas: Data Processing and Computers, Legal Assistance Program, Health and Hospital Administration, Accounting and Bookkeeping

Length of training: 12-15 hrs/week for 4 quarters

Instructional mode: Classes are taught in English but the students are also provided with job specific ESL.

ESL training: General purpose ESL and job specific ESL

Length of ESL training: The courses are individualized and the hours are offered as needed.

Program services	Provider
Outreach and Recruitment	staff
Intake and Assessment	staff
Counseling	staff
Ancillary instruction	
Cultural Awareness	staff
Consumer/Survival Skills	staff
General ESL	staff
Job Orientation and Counseling	
Work Habits, Behavior	staff
Looking/Applying for Jobs	staff
Job Development	staff
Job Placement	staff
Follow-up on Trainees	staff
Follow up with Employers	staff

Unique characteristics: Students are placed in a work study program for one quarter.

The program receives no special funding, but rather is part of institution's regular offerings.

PROGRAM PROFILE

Program Title: Elgin YWCA Indochinese Project

Institution: Elgin YWCA

Address: 220 E. Chicago
Elgin, IL 60120

Telephone: (312) 742-7930

Program Adm/Mgr: Joan Berna

Source(s) of funding: Illinois Department of Public Aid through Northwest Educational Cooperative

Program Goals: Employment and self suficiency for students.

No. of years in operation: 3 years

Target population: 32 students

Languages(s): Laotian and Vietnamese

ESL level(s): intermediate, advanced

Age group(s): 18-42 years (28-32 average)

Community characteristics: suburban

Vocational training areas: Machine Tool Operations, Welding, Housekeepers

Length of training: 32 weeks - Machine Tool Operations & Welding
3 weeks - Housekeeping

Instructional mode: Classes are taught in English with bilingual aides in the vocational class.

ESL training: VESL - specific to vocational areas

Length of ESL training: 10 hours/week

Program services	Provider
Outreach and Recruitment	staff
Intake and Assessment	staff
Counseling	staff
Ancillary instruction	
Cultural Awareness	staff
Consumer/Survival Skills	staff
General ESL	staff
Tutoring	staff
Job Orientation and Counseling	
Work Habits, Behavior	staff
Looking/Applying for Jobs	staff
Job Development	staff
Job Placement	staff
Follow-up on Trainees	staff
Follow up with Employers	staff

Supportive Service	Provider
Transportation	staff
Child Care	staff
Income Assistance	referral
Physical Health Care	referral
Mental Health Care	referral
Housing Assistance	staff
Family Services	staff

Unique characteristics: The program provides comprehensive sevices instructional, occupational, social services.

PROGRAM PROFILE

Program Title: LES Adult Vocational Education Teacher Aid Training Program

Institution: Mesa Community College

Address: 1833 West Southern Avenue
Mesa, AZ 85202

Telephone: (602) 833-1261 x390

Program Adm/Mgr: Nancy Seifer

Source(s) of funding: Arizona State Department of Education
Vocational Funds-Special Needs

Program Goals: 1) Provide the skills needed for entry level jobs.

2) Provide students with the English and communication skills needed in entry level jobs.

No. of years in operation: 2 years

Target population: 26 students Language(s): Spanish

ESL level(s): beginning, intermediate, advanced

Age group(s): 18+ years

Community characteristics: urban

Vocational training areas: Teacher Aid, Technical Component in the following vocational areas: Secretarial, Drafting, Accounting, Office/Clerical, Counseling, Electrocnics, Food Services, Home Economics, Machinist, Auto Mechanics, Handicapped/special education.

Length of training: 8 credit hours (4 semester/2 years)

Instructional mode: The students are mainstreamed and bilingual tutors visit classes and tutor outside of class. Also native language materials are also available.

ESL training: General purpose

Length of ESL training: as needed/dependent on ESL level.

Program services	Provider
Outreach and Recruitment	staff
Intake and Assessment	staff
Counseling	staff
Ancillary instruction	
Cultural Awareness	staff
Consumer/Survival Skills	staff
General ESL	staff
Job Orientation and Counseling	
Work Habits, Behavior	staff
Looking/Applying for Jobs	staff
Job Development	staff
Job Placement	staff
Follow-up on Trainees	staff
Follow up with Employers	staff

Supportive Service	Provider
Transportation	referral
Child Care	referral
Income Assistance	referral
Physical Health Care	referral
Mental Health Care	referral
Housing Assistance	referral
Family Services	referral

Unique characteristics: Bilingual tutors and translated materials are provided.

PROGRAM PROFILE

Program Title: Occupational Program

Institution: El Paso Community College

Address: 919 Hunter Road
El Paso, TX 79915

Telephone: (915) 594-2000

Program Adm/Mgr: Ted Martinez

Source(s) of funding: Institutional

Program Goals: To help students function well both in English and Spanish in their careers.

No. of years in operation: 6 years Bilingual Secretarial Science
3 years other programs

Target population: 500 students per year

Language(s): Spanish 65%
Other 40%

ESL level(s): beginning, intermediate, advanced

Age group(s): 29 years/average age

Community characteristics: urban

Vocational training areas: Secretarial Science and Teachers Aid, Auto Mechanics, Child Development, Mental Health Sciences, Human Services, Nursing, Fashion Merchandising.

Length of training: 2 years

Instructional mode: Bilingual. English and materials in Spanish. Instructions are bilingual. All programs lead to an Associate Arts Degree after 2 years. In some programs as Secretarial and Teacher Aids the students must have bilingual proficiency to exit. Others offer a bilingual option. This means some courses are taught in Spanish and there are course materials available in Spanish.

ESL training: General purpose ESL - Concurrent with vocational programs.

Length of ESL training: 12 credit hours/week/semester

Program services	Provider
Outreach and Recruitment	staff
Intake and Assessment	staff
Counseling	staff
Ancillary instruction	
Cultural Awareness	staff
Consumer/Survival Skills	staff
General ESL	staff
Basic, GED	staff
Job Orientation and Counseling	
Work Habits, Behavior	staff
Looking/Applying for Jobs	staff
Job Development	staff
Job Placement	staff
Follow-up on Trainees	staff
Follow up with Employers	staff

Supportive Service	Provider
Child Care	referral
Income Assistance	referral
Physical Health Care	referral
Mental Health Care	referral
Housing Assistance	referral
Family Services	referral
Protective Services	referral

Unique characteristics: A majority of teachers/counselors/staff are bilingual and offer all services in a bilingual mode.
International Education Exchange - El Paso Community College works with faculty and also trains teachers from Mexico, Venezuela, etc.

PROGRAM PROFILE

Program Title: Truman Bilingual Vocational Program/ Project Mainstream

Institution: Truman Community College

Address: 1145 W. Wilson Avenue
Chicago, IL 60640

Telephone: (312) 878-1700 x2176 or [illegible]77

Program Adm/Mgr: Elizabeth Maschwitz

Source(s) of funding: Illinois State Board of Education
Department of Adult, Vocational and Technical Education

Program Goals: 1) Achieve successful grades in the vocational course.

2) Successful completion of the vocational course and enrollment in additional courses or job placement.

No. of years in operation: 4 years

Target population: 90 students/semester Language(s): Spanish & Korean

ESL level(s): beginning, intermediate, advanced

Age group(s): 18-40 years (20-25 average age)

Community characteristics: urban

Vocational training areas: Accounting, Keypunching Data Processing, Drafting

Length of training: 12-15 hrs/week per semester

Instructional mode: The vocational classes are taught in English. Billingual assistants offer tutoring in the content area. Vocational materials are also translated into native language.

ESL training: General purpose ESL, VESL for specific occupational areas.

Length of ESL training: 16 weeks - average 2 hrs/week

Program services	Provider	Supportive Service	Provider
Outreach and Recruitment	staff	Child Care	referral
Intake and Assessment	staff		
Counseling	staff		
Ancillary instruction			
Cultural Awareness	staff		
Consumer/Survival Skills	staff		
General ESL	staff		
Basic, GED	referral		
Job Orientation and Counseling			
Work Habits, Behavior	staff		

Unique characteristics: The program offers complete translations of course content in Spanish and Korean, bilingual assistants, and VESL classes.

Appendix A

Home and School Language Survey

Student Referral Form-Benito Juarez High School

HOME LANGUAGE SURVEY

Dear Parent,

Your child may be eligible for a bilingual instructional program under the Washington State Bilingual Law. It is important for the school district to determine which children come from homes where the primary language is other than English. This information is essential for schools to provide proper instruction for students. Your co-operation in helping us meet this important requirement is requested.

Thank you for your help.

Sincerely,

Superintendent or Principal

. . . .

____
Date

Please answer the following questions and have your son/daughter return this form to his/her teacher. Thank you for your help.

Name of Student ____________________________________
(Last) (First) (Middle)

Grade __________ Age _______

1. What is the language most often spoken in the home? __________________
2. What is the language most often spoken by the student when communicating in the home? __________________
3. How well does the student understand and speak English in comparison to the home language? (Check one)
   a. The student speaks no English. __________
   b. The student speaks the home language better than English. __________
4. In your opinion does your child need special help to function in an English-only classroom? ____ yes ____ no

____
Signature of Parent or Guardian

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本地語言調查

親愛的家長們

你的孩子可能有資格接受華盛頓州中的双種語言教學課程. 對學區當局來說 能知道誰是從非以英語为主要的家庭而來極为重要. 此调查为使學校能提供对學生作適當教育不可或缺的. 今特煩閣下的協助以應這重要的需要

謝々你們的協助

上.

學區長或校長

日期

請填寫下列諸問題. 交孩子帶回給級任老師. 謝々你的幫助

學生姓名 ______________________
姓 名

年級 ________ 年齡 ______

1. 家中最常用的語言是那一種? ______________

2. 學長在家中交談時最常用的語言是何? ______________

3. 與自己方言比較. 學生對英語的瞭解及講說情況如何?
(任選一項)

a. 學生不會說英语

b. 學生說本地語言較英语为好.

4. 以你的意見. 你的孩子在僅以英语教學的教室中是否要特別的幫助才可同一進度? 是 ____ 不是 ____

家長簽名

Appendix B

PROJECT ACCESS

BILINGUAL VOCATIONAL PROGRAM
STUDENT REFERRAL FORM

STUDENT'S NAME ______________________________

DIVISION ______________________________

VOCATIONAL EDUC. COURSE ______________________________

TEACHER ______________________________

REASON FOR REFERRAL

CHECK APPROPRIATE BOX BELOW:

Student understands little or no instruction in English.

Student understands instructions but cannot respond in English to questions.

Student has difficulty with the concepts of the lessons due to language interference

Student has difficulty with the basic reading materials of the course.

Student has difficulty with the terminology of the subject matter.

Student is hesitant to participate in class activities due to language interference

Other ______________________________

____

____

____

PLEASE CIRCLE ONE OF THE FOLLOWING:

Level 1: The individual does not speak, understand, or write English but may know a few isolated words or expressions.

Level 2: The individual understands simple sentences in English, especially if spoken slowly, but does not speak English, except isolated words or expressions.

Level 3: The individual speaks and understands English with hesitancy and difficulty. With effort and help, the student can carry on a conversation in English, understand at least parts of lessons, and follow simple directions.

Level 4: The individual speaks and understands English without apparent difficulty but displays low achievement indicating some language or cultural interference with learning.

from: Project Access
Juarez High School
Chicago, IL

Appendix B

Minority Newspapers

Minority T.V. Stations

Minority Radio Stations

Brochure-Bilingual Access, Elgin Community College

Brochure-Project Mainstream, Truman Community College

Brochure-Elgin Indochinese Program, Elgin YWCA

Newspapers

La Raza Newspaper
Fernando Prieto
868 North Wabash Street
Chicago, IL 60611

El Manana Newspaper
Gorki Tellez
2700 S. Harding Avenue
Chicago, IL 60623

El Nacional
Jose Aleman
2135 W. 21st. Street
Chicago, IL 60608

El Quinto
Delfino Quinto
3909 North Avenue
Chicago, IL 60647

El Informador
Clarita Navarro
1510 W. 18th Street
Chicago, IL 60608

Vocero Panamericano
Roberto Mesa
4507 N. Greenview
Apartment 2W
Chicago, IL 60640

North West Extra
Mila Tellez
3918 W. North Avenue
Chicago, IL 60647

Korea Times
3525 N. Clark St.
Chicago, IL 60657

Joong Ang Daily News
3559 W. Irving Park Rd.
Chicago, IL 60618

Sing Tao Newspapers, Inc.
2[illegible]02 S. Princeton Avenue
Chicago, IL 60616

The World Journal
2317 S. Wentworth Avenue
Chicago, IL 60616

Chicago Grafico
Hector Rangel
2341 S. Sacramento
Chicago, IL

Chicago Hispano
Judio D'Sena
5827 North Ridge
Chicago, IL 60660

El Heraldo News
Arturo Montes de Oca
3225 S. Avers
Chicago, IL 60623

South Side News
Tomas Alvarez
8544 S. Burley Avenue
Chicago, IL 60654

T.V. Stations

Francisco Lamas
Channel 44, Mundo Hispano
430 West Grant Place
Chicago, IL 60614

Enrique López-Salgado
Publimet
327 S. LaSalle, Suite 748
Chicago, IL 60604

Peter Nuño
WGN Channel 9
2501 W. Bradley Place
Chicago, IL 60618

Alma Washington
NBC Channel 5
Merchandise Mart
Chicago, IL 60654

Tony Quintana
WCIU TV Channel 26
141 W. Jackson Blvd.
Chicago, IL 60604

Marcelino Miyares
Programa Reporte
WCIU TV Channel 26
141 W. Jackson Blvd.
Chicago, IL 60604

Rev. Rubén Cruz
ABC Channel 7
190 North State Street
Chicago, IL 60601

Mary Gonzalez
WCIU TV Channel 26
141 W. Jackson Blvd.
Chicago, IL 60604

Carmelo Melendez
WFLD TV
300 North State Street
Chicago, IL 60610

Radio Stations

WQVQ Radio, Radio Reloj
210 Skokie Road
Highland Park, IL 60035

WHRL Radio Station
200 E. Fourth Avenue
Rochelle, IL 61608

WOLI-FM Radio Station
Box 763
Ottawa, IL 61350

Alvaro Londono
WEDC Radio Station
5475 N. Milwaukee Avenue
Chicago, IL 60630

Orlando Miranda
WEDC Radio Station
5475 N. Milwaukee Avenue
Chicago, IL 60630

Jose Valenzuela
WTAQ Radio
9355 W. Joliet Road
La Grange, IL 60525

Gerrardo Torres
Radio Nucleo WCYC
2801 S. Ridgeway
Chicago, IL 60623

Juan Nieves
WKZN Disco Moda
2700 Sheridan Road
Chicago, IL 60623

Eduardo Sanchez
KWNT-Radio Station
Revista Musical del Aire
1019 Mount Street
Davenport, IA 52803

Elias Diaz y Perez
919 N. Sacramento
Chicago, IL 60622

Aurorita Andrades
WEDC Radio Station
5475 N. Milwaukee Avenue
Chicago, IL 60630

Arturo Vazquez
WCLR-FM 102
4[illegible]3 Golf Road
Skokie, IL 60076

Elio Montenegro
3754 West Belden
Chicago, IL 60647

WRHS Radio Station
300 Sauk Trail
Park Forest, IL 60466

Jessica Koepplinger
WZZC-FM Radio Station
1513 7th Street
East Moline, IL 61244

Ramon Campos
WRMN Radio Station
P.O. Box 117
Elgin, IL 60120

Oscar Canales
WLNR Radio Espanol
2915 Bernice Road
Lansing, IL 60438

Maura Donahue
WOJO Radio Station
2425 Main Street
Evanston, IL 60202

WVKC-FM Radio Station
Knox College
Galesburg, IL 61401

Raul Cardona
c/o Tony-Paez-Iberia Prod.
WCRW Radio Station
2421 W. Division Street
Chicago, IL 60622

Jose Chapa
1612 N. 74th Avenue
Elmwood Park, IL 60635

Frank Garza
WSDR
P.O. Box 399
Sterling, IL 61081

Jorge Infante
WOJO Radio Station
2425 Main Street
Evanston, IL 60202

Freddy Abreu
WOPA Radio Station
408 S. Oak Park Avenue
Oak Park, IL 60302

WONC Radio Station
30 North Brainard
Naperville, IL 60540

Al Kurman
WJJD Radio Station
180 N. Michigan Avenue
Chicago, IL 60601

Juan Montenegro
WOJO Radio Station
4072 W. 26th Street
Chicago, IL 60623

Manuel Aponte
WMRQ
821 Edla Road
Aurora, IL 60505

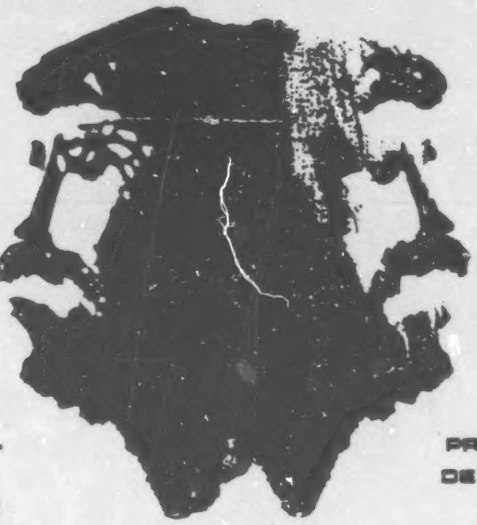
Carlos Vera
WFVR
1880 Plain Avenue
Aurora, IL 60505

New Chinese
Broadcasting
2302 S. Princeton
Chicago, IL 60616

Korean Christian
Broadcasting System
3559 W. Irving Park Rd.
Chicago, IL 60618

PROGRAMA DE ACCESO BILINGÜE

EDUCACION
PARA PROGRESAR
PARA HOMBRES Y MUJERES



BILINGUAL
ACCESS
PROGRAM

PROGRAMA
DE ACCESO
BILINGUE

PROGRAMAS DE ESTUDIOS DISPONIBLES

AUTOMOTIVE	MECANICA AUTOMOTRIZ
WELDING	SOLDADURA
PLASTICS	TECNOLOGIA DE PLASTICOS
MACHINE TOOL	TECNOLOGIA MECANICA
BUSINESS/GENERAL OFFICE	NEGOCIOS/SECRETARIADO BASICO
CULINARY ARTS	PRODUCCION INDUSTRIAL DE ALIMENTOS
RESTAURANT MANAGEMENT	ADMINISTRACION DE RESTAURANTES

El período de inscripción para los cursos es en Junio, Julio y Agosto. Las clases se inician el 24 de Agosto.

Hay ayuda económica disponible en el College y por CETA.

Hasta ahora más de 180 hispanos adultos han recibido entrenamientos técnicos y en Inglés.

Haga como ellos y llamenos o venga cuanto antes.

Dolores Bennett
(Hablamos Español)
697-1000 Ext. 223

ELGIN
COMMUNITY
COLLEGE

The Bilingual Access Program is a five-year project funded under an Advanced Institutional Development Program grant.

PLEASE POST OR DISTRIBUTE REMOVE AFTER SEPT. 1, 1981

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PROJECT MAINSTREAM: A VOCATIONAL TRAINING PROJECT FOR KOREAN AND SPANISH-SPEAKING PERSONS WITH LIMITED ENGLISH ABILITY

OFFERINGS FOR 1979 FALL TERM, AUGUST 24 - DECEMBER 22

4 vocational training programs:

- INTRODUCTORY ACCOUNTING (morning)
- INTRODUCTORY DRAFTING, INCLUDING BLUEPRINT READING (evening)
- KEYPUNCH (morning)
- INTRODUCTORY CLERICAL (morning)

Each program provides:

- BILINGUAL TUTORING AND ADVISING
- BILINGUAL STUDY GUIDES
- INTENSIVE ENGLISH
- JOB COUNSELING & PLACEMENT SERVICES
- COLLEGE CREDIT
- ONE COURSE TOWARD A TRUMAN CERTIFICATE PROGRAM
- A DIPLOMA

Cost:

Accounting, Keypunch and Clerical programs - about $100.00
Drafting program - about $70.00
FINANCIAL AID IS AVAILABLE!

Past Project students have

- found jobs after one semester
- continued in a Truman certificate program
- advanced their skills on their present job
- improved their English

INTERESTED?

CALL OR COME TO →

PROJECT MAINSTREAM
TRUMAN COLLEGE Room 2229
1145 WEST WILSON AVENUE
CHICAGO, ILLINOIS 60640
878-1700, x2177

Some typing skill required for Keypunch. Special morning and afternoon typing classes offered from June 12 - August 2 ($19.00).

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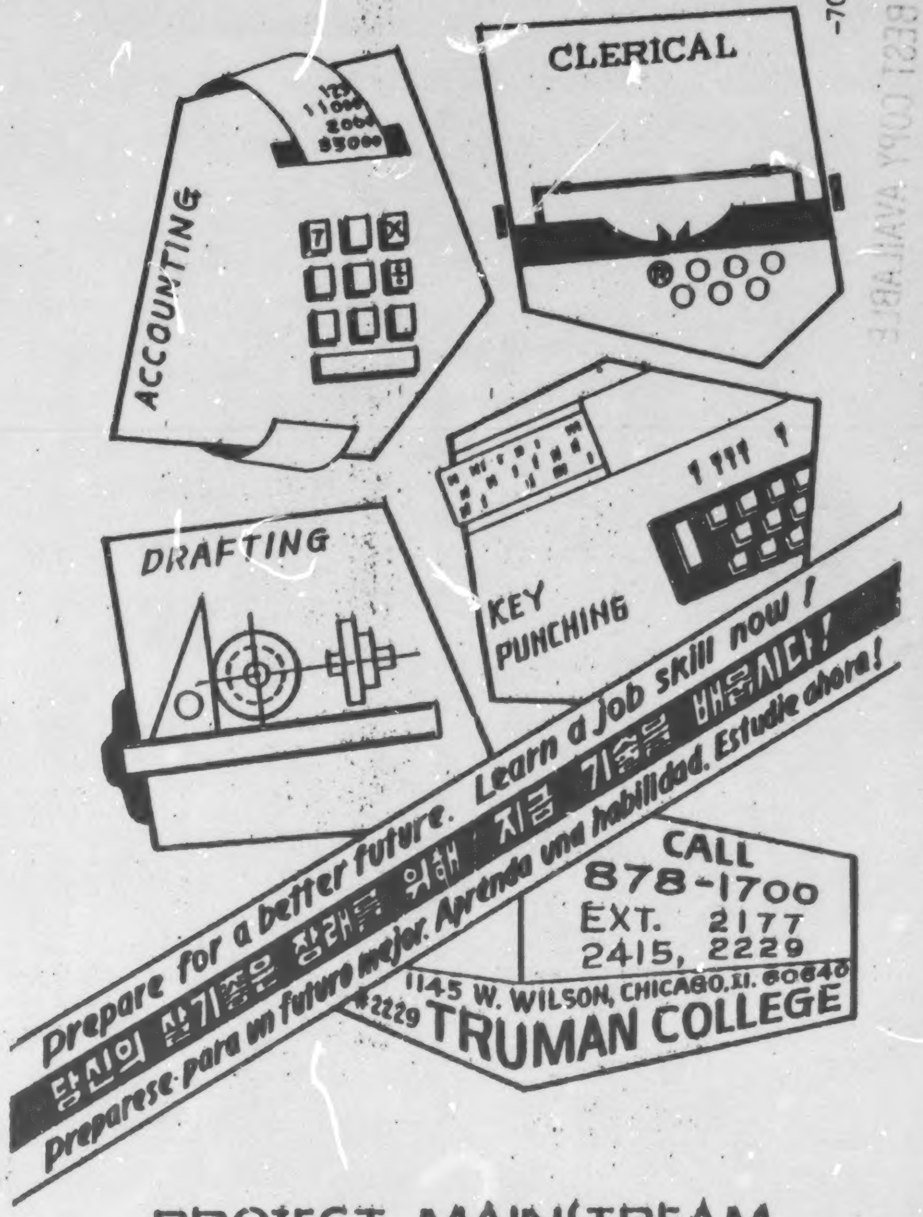
기술교육강좌 • PROYECTO MAINSTREAM


ACCOUNTING
CLERICAL
DRAFTING
KEY PUNCHING
Prepare for a better future. Learn a job skill now!
당신의 살기좋은 장래를 위해 지금 기술을 배웁시다!
Preparese para un futuro mejor. Aprenda una habilidad. Estudie ahora!
CALL
878-1700
EXT. 2177
2415, 2229
1145 W. WILSON, CHICAGO, Il. 60640
#2229 TRUMAN COLLEGE

PROJECT MAINSTREAM

PROYEC[illegible]MAINSTREAM": UN PROYECTO DE ENTRENAMIENTO VOCACIONAL PARA KOREANOS E HISPANO PARLANTES CON POCOS CONOCIMIENTOS DE INGLES

OFRECE PARA EL SEMESTRE DE OTONO DE 1979
(agosto 24 a diciembre 22)

4 programas de entrenamiento vocacional:
- ● NOCIONES DE CONTABILIDAD (mañanas)
- ● PRINCIPIOS DE DELINEANTE TÉCNICO (Incluye lectura de planos) (de noche)
- ● PERFORACIÓN "KEYPUNCH" (mañanas)
- ● NOCIONES DE OFICINA (Typing) (mañanas)

Ademas en cada uno de los programas se ofrece:
- ● ASESORIA Y CONSEJERIA BILINGÜE INGLÉS/ESPAÑOL
- ● MATERIALES DE ESTUDIO BILINGÜE INGLÉS/ESPAÑOL
- ● INGLÉS INTENSIVO
- ● COLOCACIÓN DE EMPLEO
- ● LA MATERIA ES ACREDITADA Y CUENTA HACIA UN CERTIFICADO
- ● DIPLOMA

Costo

Contabilidad, Perforación, Nociones de Oficina - Aproximadamente $100.00 cada programa

Delineante (Dibujo técnico) - Aproximadamente $70.00

¡AYUDA FINANCIERA DISPONIBLE!

ESTUDIANTES GRADUADOS EN ESTE PROYECTO HAN:
- Mejorado su inglés
- Mejorado sus conocimientos técnicos
- Encontrado mejor empleo
- Continuado sus estudios en Truman College
- Mejorado sus habilidades en su presente empleo

¿LE GUSTARIA PARTICIPAR?

LLAME O VENGA A: →

PROJECT MAINSTREAM
TRUMAN COLLEGE Oficina 2229
1145 WEST WILSON AVENUE
CHICAGO, ILLINOIS 60640
878-1700, x2177

Nociones de mecanografía (Typing) son necesarios para perforacion (Keypunch)--sin embargo se ofrecerán dos cursos intensivos de mecanografía de junio 12 a agosto 2. Costo: $19.00.

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PROJECT MAINSTREAM 란 영어가 부족한 한인들과 남미인 들을 위한 특별 단기 직업기술교육과정 입니다.

1979년도 가을학기

기간 : 8월 24일 ~ 12월 22일

과 목	시 간	등록금	비 고
경리과 (ACCOUNTING)	아 침	100불	초보과정
제도과 (DRAFTING)	저 녁	70불	초보과정 • 청사진독법을 겸함
키펀치과 (KEY PUNCHING)	아 침	100불	초보과정 • 초급타이핑경험 필수
비서과 (CLERICAL)	아 침	100불	초보과정

본 강좌에 들어오시면

- ● 이중언어로 개인지도와 취업상담을 해드립니다.
- ● 이중언어로 된 학과자료를 공급해드립니다.
- ● 직업영어를 집중적으로 지도합니다.
- ● 직업상담과 알선을 해드립니다.
- ● 대학의 학점을 얻어 자격증과정을 계속 공부할수있읍니다.
- ● 본과정의 수료증을 드립니다.
- ● 필요한분에게 등록금과 기타학비의 재정보조가 지급됩니다.

수료생들의 동향

- ● 각 직종에 취업근무중
- ● 대학의 자격증과정을 계속
- ● 현직장에서 승급받음
- ● 영어 해득의 숙달

자세한 문의는

PROJECT MAINSTREAM
2229호실
TRUMAN COLLEGE
1145 W. Wilson. Chgo. Il. 60640
전화 878-1700 EX.2177
혹은 EX.2415. 2229

★ 특별 타이핑반이 여름학기 동안 (6월12일~8월2일) 오전.오후에 강의가 있읍니다. 등록금 19불.

YWCA

Elgin YWCA Indochinese Refugee Project
220 E. Chicago Street
Elgin, Illinois 60120

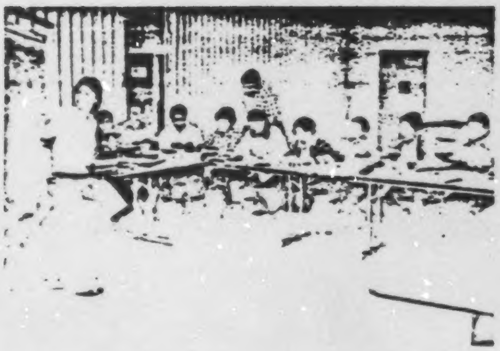
Non-Profit Org.
U.S.
Postage
PAID
Permit No. 681

INDOCHINESE REFUGEE PROJECT

ELGIN YWCA

GENERAL INFORMATION

The Elgin YWCA Indochinese Refugee Project provides education, vocational training, employment counseling, job placement, and social services for refugees from Vietnam, Laos, and Cambodia. The project began in 1979 and is funded by the Illinois Adult Indochinese Refugee Consortium located in Arlington Heights. Over 600 refugees are served each month in Elgin and at the outreach program conducted in Hanover Park. Seven of the eleven full time project staff members are bilingual. Twenty six part time teachers and bilingual aides provide a comprehensive educational program of English instruction and vocational training. The primary goal of the project is to help Indochinese refugees become self-supporting and productive members of American society.



ENGLISH

English classes are conducted both day and evening in Elgin and Hanover Park. Students are divided by ability level and range from illiterate to advanced. Special need classes such as Driver's Education are also offered. More than 400 refugees attend English classes each year.

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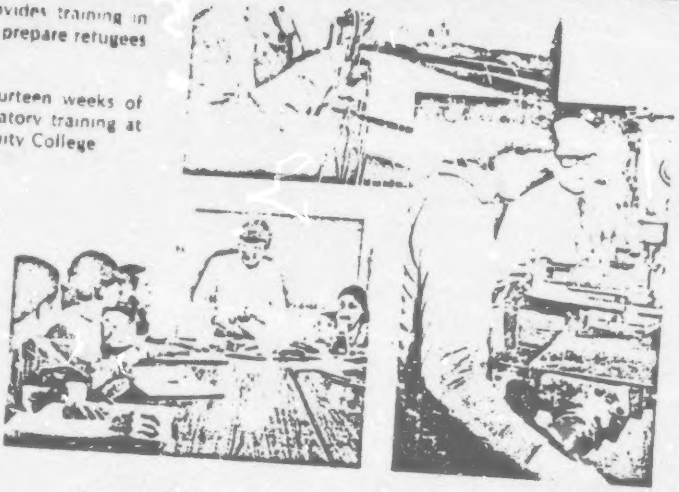
The Indochinese Project provides training in welding and machine tool to prepare refugees for jobs.

Welding students receive fourteen weeks of classroom and welding laboratory training at the YWCA and Elgin Community College.

Machine Tool students study for thirty-two weeks at both facilities. Math for machinists is included in their intensive training course.

Vocational training in housekeeping teaches refugee women the skills needed for employment as cleaning women in homes or offices.



SOCIAL SERVICES

Bilingual caseworkers provide interpretation, referrals, transportation, medical and school assistance. Staff also help refugee sponsors including churches and individuals. Local hospitals, doctors and community agencies call upon YWCA bilingual staff frequently for translation and other services. Multi-lingual Community Orientation workshops are held on topics such as nutrition, health, and fire prevention.

EMPLOYMENT SERVICES

Vocational counseling and skill assessment aid the Indochinese in their desire to become self-sufficient. Job development, referral and placement are top priorities. The employment services coordinator and bilingual job developer work with over 100 companies in the Fox Valley area providing follow-up assistance to the employer as well as job placement for the refugee. Between July 1, 1980 and June 30, 1981, the YWCA project placed 256 Indochinese in full time jobs and provided vocational guidance for over 400 refugee men and women.

VOLUNTEERS

As one of the largest volunteer organizations in the world, the YWCA values the special qualities of volunteers. The Indochinese project provides a variety of meaningful volunteer activities for men, women, families, and students. These include tutoring in speaking, reading, writing, or vocational skills, cooking classes, intercultural events, trips, sports, and other services. Many refugees just need an American friend for conversation practice. Volunteers are needed: Contact Project Director, Joan Berna, at the YWCA for more information.

YWCA INFORMATION

Joan Berna
Indochinese Refugee Project Director
Elgin YWCA
220 E. Chicago Street
Elgin, Illinois 60120
Phone: (312) 742-7930

Elgin YWCA Indochinese Refugee Project
Central High School
360 DuPage Street, Rooms 129-131
Elgin, Illinois 60120
Phone: (312) 697-3360, 697-3361, 697-3362

Elgin YWCA Indochinese Outreach Program
2380 Glendale Terrace, Apt. #9
Hanover Park, Illinois 60103
Phone: (312) 830-9790

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Appendix C- Assessment (Sample pages)

Diagnostic/Assessment Test-Waubonsee College

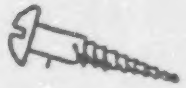
Assessment Test-Bilingual Access-Waubonsee Community College

Interview Questions

Introduction: What is a Machinist?

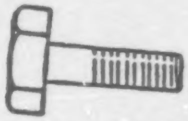
Everyone wants ______________ good job. The United States ______________ many factories and industries. Many people work ______________ factories and industries. To ______________ good jobs in factories, people need technical skills and experience. A person ______________get technical skills and experience in vocational training programs, on the job, and in classes. Everyone depends on machines for transportation, food, homes, employment and much ______________. The factories and industries ______________ these machines. There ______________ many different kinds ______________ jobs in factories and industries. Machinists are ______________ important group of ______________ in factories and industries. Machinists ______________machines to make the parts for other machines.

Machinists make ______________ at very accurate sizes. Accurate sizes of parts permit mass production. Mass production produces many good quality materials at ______________ low price.



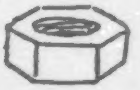
____12.

A. a bolt
B. a nail
C. a nut
D. a screw



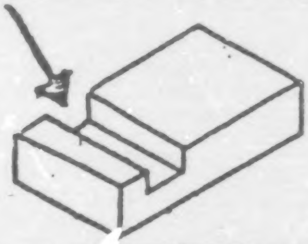
____13.

A. a bolt
B. a screw
C. a nut
D. a nail



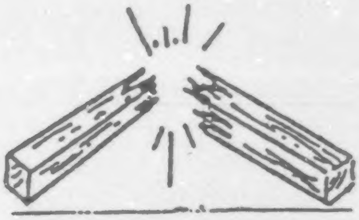
____14.

A. a bolt
B. a nail
C. a nut
D. a slot



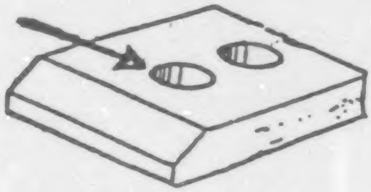
____15.

A. a slot
B. a hole
C. a curve
D. a dent



____16.

A. even
B. dented
C. smooth
D. broken



____17.

A. a groove
B. a hole
C. a dent
D. a slot

3.

READ AND ANSWER

OIL CHANGE STEPS

1. Raise and support the car.
2. Put a drain pan under the engine.
3. Find the drain plug on the engine oil pan.
4. Use socket wrench or box wrench to loosen the drain plug by turning it counter clockwise.
5. Put the pan under the plug and remove the plug.

NOTE: Be careful. Hot engine oil can cause severe burns.

6. After draining the oil, install the drain plug, dispose of the waste oil.
7. Lower the car.
8. Fill the crankcase with the proper amount of oil.
9. Run the engine and check for leaks.

1. Protect your hands from burns when draining ________ oil.
   a)dirty b)hot c)old d)expensive.
2. Two wrenches that perform the same job are a socket wrench and a ____________
   a)pan wrench b)box wrench c)plumber's wrench d)oil wrench
3. Used oil should be ________________.
   a)re used b)disposed of c)filtered d)saved
4. Fill the crankcase with _______________of oil.
   a) 4 quarts b) 5 quarts c)6 quarts d)the correct amount
5. The oil will _______ if the drain plug is not put back in.
   a) get hot b) get thick c) level d) leak out

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Exercise 2: TROUBLESHOOTING

(Listen) Troubleshooting

In oxyacetylene welding the touch sometimes starts to snap or pop while welding. It may even go out. When this happens, the flame may be backfiring. Backfiring is caused by touching the tip against the work, overheating the tip, or using incorrect pressures. Another problem is flashback. When this happens, there is a shrill hiss or squeal. If either a backfire or a flashback happens, stop the welding, shut off the valves, and make the necessary corrections.

(Answer-Choice)

1. When the flame snaps or pops, it is _____.

   a) lighting   b) backing   c) backfiring   d) firing

2. This can happen when the _____ touches the work.

   a) flame   b) tip   c) metal   d) welder

3. This can also happen when the _____ are used.

   a) correct pressures   b) incorrect pressures   c) pressures   d) pressure regulators

4. A shrill hiss or squeal signals a _____.

   a) backfire   b) flash   c) flashback   d) backflash

5. If either happens, the welder should _____.

   a) run   b) keep going   c) yell for help   d) stop

Employment Application English/Vietnamese
by: Patricia Hawkins Katz and Linda Phillip Jones
NAVAE Conference 3/81

HEWLETT hp PACKARD

PLEASE FILL OUT COMPLET
INCOMPLETE APPLICATION CAN NOT BE PROCES

SANTA CLARA DIVISION · 5301 Stevens Creek Blvd., Santa Clara, California 95050 · Telephone (408) 246-4300

EMPLOYMENT APPLICATION

HEWLETT-PACKARD IS AN EQUAL OPPORTUNITY EMPLOYER AND ALL APPLICANTS ARE WELCOME.

PERSONAL INFORMATION

NAME: ______ Last ______ First ______ Middle ______ Social Security No.: ___ – ___ – ___

Address: ______ No. ______ Street ______ City ______ State ______ Zip

Telephone No. ______ (Area Code) ______ Number ______ Message No. (If necessary): ______ (Area Code) ______ Number

Other name(s) under which you have worked: ______

Have you ever applied for employment at HP?: ☐ Yes ☐ No If "yes", Location: ______ Date: ______

Previously employed with HP?: ☐ Yes ☐ No If "yes", Location: ______ Date: ______

Names of relatives employed here: ______ Relationship: ______ Location at HP: ______

How were you referred to HP? ______

If not a U.S. citizen, please name type of visa: ______

Have you ever been convicted of a felony?: ☐ Yes ☐ No If "yes", please give date, offense, and outcome: ______

Previous convictions do not exclude an applicant from consideration for employment.

Are you between the ages of 18 and 70? ☐ Yes ☐ No. All applicants under the age of 18 must submit a work permit.

TYPE OF WORK APPLYING F

Check Only One:

OFFICE & CLERICAL
- ☐ Clerical
- ☐ Acctng Clerk
- ☐ Secretarial
- ☐ Data Entry
- Other ______

SKILLED
- ☐ Machinist
- ☐ Tool & Die
- ☐ Sheet Metal
- ☐ Facilities Maint.
- Other ______

SEMI-SKILLED (Entry)
- ☐ Material Handler
- ☐ Production
- ☐ I.C. Fabrication
- Other ______

TECHNICIAN
- ☐ Electronic
- ☐ Mechanical
- ☐ IC
- Other ______

SERVICE
- ☐ Security
- ☐ Custodian
- Other ______

State specific type of job you desire and your qualifications in the area checked. ______

Shift(s). Day ______ Swing ______ Grave ______ , Hours: Full-time ______ Part-time ______

Do you have any physical condition which may limit your ability to perform the job(s) applied for? ☐ Yes ☐ No

Typing Speed ______ WPM

Shorthand Speed ______ WPM

Office Machines ______

Keypunch/Data Proc.: ______

List tools, machines, and electronic equipment you feel qualified to use without further experience ______

What specific skills or abilities do you have ______

EDUCATION

CIRCLE LAST GRADE COMPLETED — Grade 1 2 3 4 5 6 7 8 9 10 11 12 College 1 2 3 4

Name(s) of School(s) other than high school:	Location	Major	Dates	Degree (if any

Is there anything else you would like us to know about you? ______

US MILITARY

BRANCH	LAST RANK	DATE OF SEPARATION

Your most important duties and training during service: (include schools attended) ______

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89

ĐƠN XIN VIỆC

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Hewlett-Packard chủ trương tạo cơ hội bình đẳng và tất cả mọi người xin việc đều được chào đón

TIN TỨC CÁ NHÂN

TÊN: ______________________ Số An sinh Xã hội: ______________
Họ Tên Chữ lót

Địa chỉ: ____
Số nhà Đường Thành phố Tiểu bang , Zip

Số điện thoại ______________ Số điện thoại để nhắn lại (nếu cần) ______________
(Mã số vùng) Số

Tên khác mà bạn đã dùng để đi làm ______________________________

Bạn đã từng xin việc ở HP chưa? ☐ Có ☐ Chưa Nếu có, Địa điểm ________ Ngày ________

Bạn đã làm việc với HP chưa? ☐ Có ☐ Chùa Nếu có, Địa điểm ________ Ngày ________

Tên những người bà con đã làm việc ở đây: ____________ Liên hệ ________ Ngày ________

Bạn đã được giới thiệu đến HP cách nào?: ______________________

Nếu không phải là công dân Hoa kỳ, xin nêu tên loại thông hành: ______________

Bạn có bị kết tội đại hình chưa?: ☐ Có ☐ Không. Nếu có, xin ghi ngày, tội trạng và kết quả: ______________________

Những sự kết tội trước đây không loại trừ người xin việc khỏi sự cứu xét thuê mướn

Bạn ở giữa lứa tuổi 18 và 70 ? ☐ Đúng ☐ Không. Tất cả những người xin việc dưới 18 tuổi phải nộp giấy phép làm việc.

LOẠI CÔNG VIỆC XIN LÀM

Chỉ đánh dấu vào một lãnh vực:

VIỆC VĂN PHÒNG & GIẤY TỜ	CHUYÊN MÔN	BÁN CHUYÊN MÔN	CÁN SỰ	DỊCH VỤ
☐ Việc giấy tờ,	☐ Cơ khí viên	☐ Lò vật liệu	☐ Điện tử	☐ An ninh
☐ Thư ký Kế toán	☐ Đồ nghề&khuôn	☐ Sản xuất	☐ Cơ khí	☐ Gác dan
☐ Thư ký	☐ Kim khí mỏng	☐ Cơ cấu IC	☐ IC	Loại khác ______
☐ Ghi dữ kiện	☐ Bảo trì tiện nghi	Loại khác ______	Loại khác ______	
Loại khác ______	Loại khác ______			

Kể ra loại công việc đặc biệt mà bạn thích và khả năng của bạn trong lãnh vực đã đánh dấu: ______________________

Ca làm việc: Ban ngày ___ Chiều tối ___ Đêm ___ Giờ: Toàn thời gian ___ Bán thời gian ___

Bạn có điều kiện thể chất nào hạn chế việc thực hiện công việc mà bạn xin làm hay không? ☐ Có ☐ Không.

Đánh máy ______ chữ/một phút

Tốc ký ______ chữ/ một phút

Máy móc văn phòng ________

____

Xuyên phiếu/ Khai thác dữ kiện

Liệt kê những đồ nghề, trang bị điện tử mà bạn cảm thấy có thể xử dụng không cần huấn luyện thêm

Những kỹ năng đặc biệt và khả năng mà bạn có: ______________

____

HỌC VẤN

Vòng con số chỉ lớp cuối cùng mà bạn đã học qua. Lớp 1 2 3 4 5 6 7 8 9 10 11 12
Đại học 1 2 3 4

Tên trường (không kể Trung học)	Địa điểm	Môn học chính	Ngày	Bằng cấp

Có điều gì khác mà bạn muốn chúng tôi biết thêm về bạn? ______________________

____

ĐỘI H.KỲ

BINH CHỦNG ____________ CẤP BẬC CUỐI CÙNG 90 ____________ NGÀY RỜI QUÂN ĐỘI ____________

Những nhiệm vụ và sự huấn luyện quan trọng nhất của bạn khi ở trong quân đội: (kể cả những trường đã theo học)

WORK EXPERIENCE

LIST PREVIOUS JOBS STARTING WITH YOUR PRESENT OR MOST RECENT ONE. PLEASE DESCRIBE DUTIES AS COMPLETELY AS SPACE ALLOWS.

Present or Last Employer: ______ Reason for Leaving: ______

Address: ______
Number Street
______
City State Zip

Telephone No.: ______ Supervisor: ______
(Area Code) Number

Your Duties: ______

Dates Start	Salary Start
/ /	$
Left	Left
/ /	$

Present or Last Employer: ______ Reason for Leaving: ______

Address: ______
Number Street
______
City State Zip

Telephone No.: ______ Supervisor: ______
(Area Code) Number

Your Duties: ______

Dates Start	Salar Start
/ /	$
Left	Left
/ /	$

Present or Last Employer: ______ Reason for Leaving: ______

Address: ______
Number Street
______

Telephone No.: ______ Supervisor: ______
(Area Code) Number

Your Duties: ______

Dates Start	Salar Star
/ /	$
Left	Left
/ /	$

Present or Last Employer: ______ Reason for Leaving: ______

Address: ______
Number Street
______

Telephone No.: ______ Supervisor: ______
(Area Code) Number

Your Duties: ______

Dates Start	Salar Star
/ /	$
Left	Le
/ /	$

REFERENCES

One of HP's pre-employment steps is to contact your previous employers.
May we contact your present employer? ☐ Yes ☐ No

IN THE SPACE BELOW PLEASE LIST PERSONAL REFERENCES WHO CAN COMMENT ON YOUR EDUCATIONAL OR JO RELATED EXPERIENCE: (DO NOT GIVE RELATIVES OR YOUR EMPLOYERS LISTED ABOVE)

NAME PHONE NO. — 8AM — 5 PM
NAME PHONE NO. — 8 AM — 5 P
NAME PHONE NO. — 8 AM — 5 P

SIGNATURE

THIS APPLICATION IS NOT COMPLETE UNTIL THE FOLLOWING STATEMENT HAS BEEN READ AND SIGNED:
I certify that all of the information furnished on this form is true, complete, and correct to the best of my knowledge. I underst that such information is subject to verification by Hewlett-Packard.

SIGNATURE DATE

EMPLOYMENT OFFICE COMMENTS

Application Received: ______

Application Updated: ______ ______ ______ ______ ______

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CỦA BẠN. XIN MÔ TẢ CÁC NHIỆM VỤ CÀNG ĐẦY ĐỦ CÀNG TỐT.

KINH NGHIỆM LÀM VIỆC

Chủ nhân hiện tại hoặc quá khứ: ______________________ Lý do thôi việc: __________

Địa chỉ: ______________________

Số Đường

____

Thành phố Tiểu bang ZIP

Điện thoại: ______________ Cấp trên:

(Mã số vùng) Số

Nhiệm vụ của bạn: ______________________

Ngày bắt đầu / /	Lương khởi đầu $
Ngày thôi việc	Lương lúc thôi việc $

Chủ nhân hiện tại hoặc quá khứ: ______________________ Lý do thôi việc: __________

Địa chỉ: ______________________

Số Đường

____

Thành phố Tiểu bang Zip

Điện thoại: ______________

(Mã số vùng) Số Cấp trên:

Nhiệm vụ của bạn: ______________________

Ngày bắt đầu / /	Lương khởi đầu $
Ngày thôi việc / /	Lương lúc thôi việc $

Chủ nhân hiện tại hoặc quá khứ: ______________________ Lý do thôi việc: __________

Địa chỉ: ______________________

Số Đường

____

Thành phố Tiểu bang Zip

Điện thoại: ______________ Cấp trên:

(Mã số vùng) Số

Nhiệm vụ của bạn: ______________________

Ngày bắt đầu / /	Lương khởi đầu $
Ngày thôi việc / /	Lương lúc thôi việc

Một trong những việc mà HP làm trước khi thuê mướn là liên lạc với chủ nhân cũ của bạn. Chúng tôi có thể liên lạc với chủ nhân hiện tại của bạn không? ☐ Được ☐ Không

TRONG KHOẢNG CHỪA TRỐNG DƯỚI ĐÂY, XIN LIỆT KÊ BA NGƯỜI CÓ THỂ NHẬN XÉT VỀ HỌC VẤN VÀ KINH NGHIỆM CỦA BẠN LIÊN QUAN ĐẾN CÔNG VIỆC LÀM: (ĐỪNG GHI TÊN NHỮNG NGƯỜI BÀ CON HOẶC CHỦ NHÂ ĐÃ LIỆT KÊ Ở TRÊN)

THAM KHẢO

TÊN SỐ ĐIỆN THOẠI - 8AM - 5PM

TÊN SỐ ĐIỆN THOẠI - 8AM - 5 PM

TÊN SỐ ĐIỆN THOẠI 8AM - 5PM

CHỮ KÝ

MẪU ĐƠN NÀY SẼ KHÔNG HOÀN TẤT NẾU NGƯỜI XIN VIỆC CHƯA ĐỌC ĐOẠN DƯỚI ĐÂY VÀ KÝ TÊN:

Tôi xác nhận rằng tất cả những tin tức trên mẫu này là sự thật, đầy đủ và xác đúng nhất t sự hiểu biết của tôi. Tôi hiểu rằng những tin tức đó sẽ là đối tượng cho sự phối kiểm bở hãng Hewlett-Packard.

....

CHỮ KÝ NGÀY

NHẬN XÉT CỦA VĂN PHÒNG TUYỂN NGƯỜI

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"Be Vital"
January 1980

Denver Public Schools
EMILY GRIFFITH OPPORUNITY SCHOOL
Adult, Vocational, and Technical Education Division
SAMPLE

APPLICATION FORM
ĐƠN XIN VIỆC

PERSONAL DATA AND WORK HISTORY
LÝ LỊCH VÀ QUÁ TRÌNH HOẠT ĐỘNG

Date ____________
Ngày ____________

Name ____________________ Social Security No. __________ Telephone No. ________
Tên ____________________ Số An Sinh Xã Hội __________ Điện thoại số ________

Address ____
(Include Street and Number, City, County and State and Zip Code)
Địa chỉ ____
(Gồm Số nhà, Tên đường, Tỉnh, Quận, Tiểu Bang và Số vùng)

Date of Birth ____________ Place of Birth ________________________
Ngày Sinh ____________ Nơi Sinh ________________________

Height ______ Weight ______ Sex _____ General Health ______ Do you wear glasses? _____
Bề Cao ______ Nặng ______ Nam hay Nữ ___ Sức khỏe ______ Có đeo kính không? _____

Can you pass a physical examination? ______ Defects or Disabilities. ____________
Có bằng lòng qua cuộc khám sức khỏe không? ________ Khuyết điểm ____________

Are you Married? ______ Single _____ Separated _____ Divorced _____ Wi[illegible] ____________
Có gia đình? ________ Độc thân _____ Ly thân _____ Ly dị _______ Goa ____________

No. of dependents ______ Any children? _______ Ages ________________________
Số người phải nuôi dưỡng ________ Con Cái? _______ Tuổi ________________________

What kind of work would you prefer to do? ________________________
Bạn có thể làm được công việc gì? ________________________

Have you ever been bonded? ______ With what company? ____________________
Có hùng vốn bao giờ không? ______ Với Công Ty nào? ____________________

In case of accident, notify ________________________________
(Give name, address and telephone number)
Trường hợp tai nạn thì gọi ________________________________
(Cho tên, địa chỉ, số điện thoại)

EDUCATION
HỌC LỰC

Last grade completed ________ at ____________________ Date ____________
Lớp cuối cùng ________ tại ____________________ Ngày ____________

College or University ________ at ____________________ Date ____________
Đại Học ________ tại ____________________ Ngày ____________

Special Training ______________________________
Huấn Luyện dặc biệt ______________________________

Remarks ______________________________
Lưu Ý ______________________________

PERSONAL REFERENCES (At least five)
NGƯỜI BẢO DẢM (Ít nhất 5 người)

Name Tên	Address Dịa chỉ

BUSINESS REFERENCES (At least five)
CÔNG VIỆC BẢO ĐẢM (Ít nhất 5 người)

COMMENTS:
Ý KIẾN:

JOB INTERVIEW QUESTIONS

RELATING TO JOB APPLIED FOR:	YOUR POSSIBLE ANSWERS
1. What job (position) are you applying for? What is your preference?	
2. Why did you apply for a job with this company? What do you know about his company? What do you know about the job? Who referred you to us?	
3. What are your ideas on salary? (How much money do you want?)	
4. Can you take orders from other people?	
5. How long do you expect (plan) to work here?	
6. Are you willing to work overtime? Saturdays? Sundays? Nights?	
7. Are you willing to relocate?	
8. Do you prefer (like) working with others (other people) or by yourself (alone)?	
9. Are you looking for permanent or temporary employment (work)?	
10. What hours are you available (free) for work? Can you work a split shift?	
11. Do you like routine (dull, boring maybe) and repetitive work?	

RELATING TO PREVIOUS (PAST) EDUCATION (CLASSES):

NHỮNG CÂU HỎI TRONG CUỘC PHỎNG VẤN

LIẾN QUAN ĐẾN CÔNG VIỆC XIN LÀM

NHỮNG CÂU TRẢ LỜI BẠN CÓ THỂ DÙNG

1. Bạn xin làm công việc gì ? Nguồn tham khảo của bạn là gì ?

2. Tại sao bạn xin làm việc với công ty này? Bạn biết gì về công ty? Bạn biết gì về công việc ? Người nào đã giới thiệu bạn đến đây ?

3. Bạn nghĩ thế nào về lương bổng (bạn muốn bao nhiêu tiền) ?

4. Bạn có thể nhận mệnh lệnh từ người khác không?

5. Bạn dự trù làm việc ở đây bao lâu ?

6. Bạn sẵn lòng làm giờ phụ trội không ? Làm vào ngày Thứ bảy ? Chủ nhật ? Bản đêm ?

7. Bạn sẵn lòng thay đổi chỗ ở không ?

8. Bạn thích làm việc với người khác hay làm việc một mình ?

9. Bạn tìm một công việc vĩnh viễn hay tạm thời ?

10. Bạn có thể làm việc trong những giờ nào ? Bạn có thể làm việc ca bất thường không ?

11. Bạn có thích loại công việc thông lệ (có thể buồn chán) và loại công việc lặp đi lặp lại hay không ?

LIẾN QUAN ĐẾN HỌC VẤN TRONG QUÁ KHỨ

12. Bạn đã qua những khóa học hoặc huấn luyện đặc biệt nào ?

Appendix D -Federal Bilingual Vocational Training Programs FY82

FEDERAL BILINGUAL VOCATIONAL TRAINING PROGRAMS
FY1981-82

Name	Language	Trainees	Occupation
Everett Community College 801 Wetmore Avenue Everett, WA 98201 (206) 259-7151	Indochinese	68	Home day providers, Food technology programs, Kitchen Managers, Dining-room supervisors, Working chefs, Welding
University of California Los Angeles Extension 1100 Grand Avenue Rm. 416 Los Angeles, CA 90015 (213) 747-0585	Spanish	40	Dental Assistant
City College of CUNY Research Foundation 138th Street & Convent Avenue New York, NY 10031 (212) 281-0470	Spanish	60	Building Maintenance
Board of Education City of Stamford 195 Hillandale Avenue Stamford, CT 06902 (203) 358-4904	Spanish	60	Machine Operator/Clerical
Cross-Cultural Education Center, Inc. P.O. Box 66 Park Hill, OK 74451 (918) 456-6178 or 456-8683	Cherokee	150	Construction Trade (1) electrical (2) general carpentry (3) plumbing (4) masonry (5) construction bid
Chinatown Manpower Project, Inc. 70 Mulberry St. 4th Floor New York, NY 10013 (212) 571-1691	Chinese/ Korean	80	Office Aide Training Entry level clerical bookkeeping, typing
Metropolitan State College Community Learning Centers 1006 11th Street - Box 6 Denver, CO 80204 (303) 629-3115	Spanish Laotian Vietnamese	180	Hotel, Restaurants & Food Services, Health Services, Business, Clerical Indust.

Name	Language	Trainees	Occupation
CUNY Research Foundation Bronx Community College University Avenue & West 181 st. Street New York, NY 10453 (212) 220-6353	Spanish	210	Bldg. Maintenance and repairs, House Management Boiler Maintenance and repairs.
China Institute of America 124 East 65th Street New York, NY 10021 (212) 744-8181	Chinese	72	Chinese Chefs
Solidaridad Humana, Inc. 107 Suffork Street New York, NY 10002 (212) 254-0350	Spanish	70	Data Entry
Houston Community College 3620 Crawford Houston, TX 77004 (713) 520-0777	Spanish	60	Air Conditioning/Heating Technician
Boston Indian Council Employment & Training Department 105 S. Huntington Avenue Boston, MA 02130 (617) 232-0343	Micmac/ Indian	42	Electronic Testers/ Inspectors
H.A.C.E.R 115 West 30th St. Rm. 900 New York, NY 10001 (212) 868-0623	Spanish	160	Micro Computer Technology
Asians for Job Opport./ Berkeley 1617 University Avenue Berkeley, CA 94703 (415) 548-6700	Asians Spanish	30 30	Clerical & Business Machines
Community Research Action Center Training Department 2140 W. Olympic Blvd. Los Angeles, CA 90006 (213) 388-5061	Koreans	80	Para-Accounting Skills

Appendix E- VESL Materials (Sample pages)

Keypunch, Truman Community College

Accounting, Truman Community College

Food Production, Elgin Community College

Welding, Elgin Community College

Machine Shop, Waubonsee Community College

Secretarial Science, Waubonsee Community College

BY: JOANNE KALNITZ
ELLEN GARFIELD

COURSE OBJECTIVES

VESL COURSE: PROJECT MAINSTREAM

THE STUDENT WILL BE ABLE TO UNDERSTAND, PRODUCE ORALLY AND USE:

1. ALL ESSENTIAL TECHNICAL VOCABULARY, INCLUDING NAMES OF ESSENTIAL EQUIPMENT AND THEIR PARTS
2. THE VOCABULARY OF WORK PROCESSES
3. THE LANGUAGE OF JOB-RELATED PAPERWORK
4. THE LANGUAGE OF ESSENTIAL ON-THE-JOB COMMUNICATION SUCH AS CONTACTS WITH SUPERVISORS AND PEERS
5. THE LANGUAGE SKILLS NECESSARY FOR OBTAINING A JOB SUCH AS MAKING APPOINTMENTS AND GOING ON INTERVIEWS

BY: JOANNE KALNITZ

SYLLABUS

KEYPUNCHING VESL CLASS

I. TECHNICAL VOCABULARY
    A. PARTS OF THE KEYPUNCHING MACHINE
    B. THE CARD
    C. TECHNICAL DIRECTIONS
    D. SAFETY LANGUAGE

II. PAPER WORK RELATED TO KEYPUNCHING
    A. PUNCH & VERIFICATION INSTRUCTION SHEET
    B. BUSINESS FORMS FROM WHICH INFORMATION IS OBTAINED, SUCH AS:
        1. ORDERS
        2. REPORTS
        3. BILLS

III. ON-THE-JOB COMMUNICATION
    A. WITH SUPERVISOR
    B. WITH FELLOW WORKERS

IV. JOBS
    A. FINDING A JOB
    B. CALLING FOR AN APPOINTMENT OR WALKING IN
    C. FILLING OUT AN APPLICATION
    D. INTERVIEWING

MACHINE PROBLEMS

I. K.P. Operator: Excuse me. I need your help.
Supervisor: What's the matter?
K.P. Operator: My machine is jammed. The card is stuck in the hopper. What should I do?
Supervisor: Let me see. Okay. First take off the cover. Then pull forward on the handle, and pull the stuck card up and out.
K.P. Operator: Got it. Thanks.
Supervisor: Anytime.

II. K.P. Operator: Can you help me? I have a problem.
Supervisor: Sure. What is it?
K.P. Operator: My card is stuck in the punching station.
Supervisor: Okay. First take off the cover. Then press down on the pressure release lever and pull out the card that is stuck.
K.P. Operator: Oh, I see. Why did the card get stuck?
Supervisor: Probably because the punching station is dirty. You should clean it now.
K.P. Operator: Thanks alot.
Supervisor: Sure.

III. Supervisor: What can I do for you?
K.P. Operator: Well, my keyboard is locked.
Supervisor: Do you know why it locked?
K.P. Operator: Yeah. I punched an alpha key in a numeric field.
Supervisor: Okay. To unlock the keyboard, just punch the error reset key or the backspace key.
K.P. Operator: Okay. Thank you.
Supervisor: Mmm. Hmmm.

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Performance Objectives and Class Activities pp. 2-7
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Accounting Terms I and II Test p. 9
Accounting Terms III and IV Test p. 10
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UNIT TWO: On the Job Communication and Grammar pp. 15-49

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WH QUESTIONS REVIEW

When you are at school and at work it is important to know how to ask questions. Question words in English are: who, what, when, where, why, and how. Look at the following examples:

Statement. John likes work. (S-V-O)
Wh Question. What does John like? (Wh-DO-S-V)

Statement. Mary works in an office. (S-V-O)
Wh Question. Where does Mary work? (Wh-DO-S-V)

Note that DO can be replaced by other verbs called auxiliaries like can, should, etc.

Exercises

PART ONE. Change the following statements into questions.

1. Paul works downtown. ________________________________?

2. Accountants figure taxes. ____________________________?

3. The business has a large inventory. ____________________
________________________?

4. Yolanda arrives at work at 8 o'clock. __________________
________________________?

5. The fiscal year ends on December 31. ___________________
________________________?

6. Mr. Jones has an outstanding credit record. _____________
________________________?

7. The losses were figured incorrectly. ___________________
________________________?

8. Good cost accountants are hard to find. ________________
________________________?

9. All the financial reports are missing. _________________
________________________?

10. The file cabinet contains the reports. _________________
________________________?

11. John finished the account balances early so he could leave.
____?

12. I got the inventory report done quickly. ______________
________________________?

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"IN" and "UN"

The prefixes "un" and "in" means not when attached to an adjective. For example, unhappy means not happy. Unhealthy means not healthy. Infrequent means not frequent.

A. Answer the following questions using the underlined word in your answer.

EXAMPLE: What food was left uneaten? ______________________________

____

1. What vegetables can be served uncooked? ________________________

____

2. What can make a customer unhappy? _____________________________

____

3. What is an example of an unbalanced diet? ______________________

____

4. Can you use unwashed greens in a salad? _________________________

____

5. Do you think this question is inappropriate for this class? ____

____

B. Think of some more examples of words beginning with "un" and "in".

(Listen) Troubleshooting

In oxyacetylene welding the touch sometimes starts to snap or pop while welding. It may even go out. When this happens, the flame may be backfiring. Backfiring is caused by touching the tip against the work, overheating the tip, or using incorrect pressures. Another problem is flashback. When this happens there is a shrill hiss or squeal. If either a backfire or a flashback happens, stop the welding, shut off the valves, and make the necessary corrections.

(Answer-Choice)

1. When the flame snaps or pops, it is _____.

   a) lighting b) backing c) backfiring d) firing

2. This can happen when the _____ touches the work.

   a) flame b) tip c) metal d) welder

3. This can also happen when the ____ are used.

   a) correct pressures b) incorrect pressures c) pressures d) pressure regulators

4. A shrill hiss or squeal signals a _____.

   a) backfire b) flash c) flashback d) backflash

5. If either happens, the welder should _____.

   a) run b) keep going c) yell for help d) stop

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Machine Shop Fundamentals
Technical English
13B

Name ______________

Date ______________

OBJECTIVE: The student will write the past tense of verbs that he/she uses to talk about the steps for drilling operations on the lathe.

DIRECTIONS: Imagine you just drilled a part on the lathe.
You followed the steps for drilling on the lathe
(in Lesson 13B).
Write the correct PAST TENSE verb in the blank.

PRESENT TENSE	PAST TENSE
(clean)	1. First I ______________ the morse taper.
(clean)	Then I ______________ the morse taper hole.
(push)	2. Then I ______________ the drill chuck into the morse taper hole.
(use)	3. Next I ______________ the Cutting Speed SFM chart and the RPM Drill Speed chart.
(set)	With these charts I ______________ the lathe RPM's.
(tighten)	4a. Then I ______________ the center drill in the chuck.
(center drill)	4b. I ______________ the part.
(take)	4c. Then I ______________ the center drill out.
(tighten)	5a. Next I ______________ the pilot drill in the chuck.
(drill)	5b. I ______________ the part.
(take)	5c. Then I ______________ the pilot drill out.
(tighten)	6a. Next I ______________ the shank drill in the chuck.
(drill)	I ______________ the hole.
(take)	6b. Then I ______________ the shank drill out.

Secretarial Science
Business English
Basic Vocabulary 4

Name ______________

Date ______________

BASIC VOCABULARY LIST 4: STREET NAMES

OBJECTIVES: 1. The student will learn these nine basic vocabulary words used in street names and addresses:

Street
Avenue
Road
Boulevard
Drive
Court
Place
Route
Highway

2. The student will learn the abbreviations for the nine basic vocabulary words used in street names and addresses:

Street	St.	Court	Ct.
Avenue	Av.	Place	Pl.
Road	Rd.	Route	Rte. or Rt.
Boulevard	Blvd.	Highway	Hwy.
Drive	Dr.		

STREET

New York Street
Main Street
You turn right at the first street after the stoplight.

Singular: street
Plural: streets
Abbreviation: St. For example: New York St.

AVENUE

5th Avenue
Rosewood Avenue

Singular: avenue
Plural: avenues
Abbreviation: Ave. For example: 5th Ave.

ROAD

Warrenville Road
Crystal Road
The roads are slippery today.

Singular: road
Plural: roads
Abbreviation: Rd. For example: Warrenville Rd.

Appendix F -Staff

Illinois ESL Teacher Training Programs

Illinois Bilingual Teacher Training Programs

National Bilingual Vocational Instructor Training Programs

Illinois ESL Teacher Training Programs

Department of Linguistics
University of Illinois at Chicago Circle
Chicago, IL 60680
(312) 996-5158

Graduate Studies in Adult-Continuing Education
101 Gabel Hall
Northern Illinois University
DeKalb, IL 60115
(815) 753-1448

Division of English as a Second Language
3070 Foreign Languages Building
University of Illinois-Urbana-Champaign
Urbana, IL 61801
(217) 333-1506

School of Continuing Studies
National College of Education
2840 Sheridan Road
Evanston, IL 60202
(312) 256-5150

Department of Linguistics
Northeastern Illinois University
5500 N. St. Louis
Chicago, IL 60625
(312) 583-4050 x8100

Department of Linguistics
Fanner Hall, Room 3234
Southern Illinois University
Carbondale, IL 62901
(618) 586-3385

Illinois Teacher Education Institutions Offering Bilingual Teacher Preparation

Governors State University
Bilingual Education Program - HLD
Park Forest South, IL 60466
(312) 534-5000 x2373

Illinois State University
Julian Hall, Room 115
Normal, IL 61761
(309) 438-2135

Mundelein College
Bilingual Education Program
6363 N. Sheridan Road
Chicago, ILL 60660
(312) 262-8100 x501-502

Northern Illinois University
Bilingual Education Program
Gabel Hall 159
DeKalb, IL 60115
(815) 753-0383

University of Illinois
  Chicago Circle Campus
Bilingual Education Program
P.O. Box 4348
Chicago, IL 60680
(312) 996-3013

Western Illinois University
Bilingual Education Program
403 Stipes Hall
Macomb, IL 61455
(309) 298-1287

Associated Colleges of the Midwest
Urban Education Program
Bilingual Teacher Training Program
420 West Wrightwood
Chicago, IL 60614
(312) 929-4246

Chicago State University
Bilingual Education
95th Street and Martin Luther King Dr
Chicago, IL 60628
(312) 995-3806 or 995-2086

Northeastern Illinois University
Bilingual/Bicultural Education Program
Bryn Mawr at St. Louis
Chicago, IL 60625
(312) 583-4050 x650

University of Illinois at Urbana-Champaign
Multicultural Bilingual Education
140 Education Bldg.
Urbana, IL 61801
(217) 333-8287

Chicago Consortium of Colleges and
  Universities
2235 N. Sheffield
Chicago, IL 60614
(312) 549-4690

DePaul University
Bilingual Education Programs
2235 N. Sheffield
Chicago, IL 60614
(312) 321-8390

Loyola University
Dept. of Curriculum & Instruction
820 North Michigan Avenue
Chicago, IL 60611
(312) 670-3034

Southern Illinois University
Dept. of Curriculum, Media and
  Instruction
College of Education
Carbondale, IL 62901
(618) 453-2327

National College of Education
Asian Bilingual Program
2840 Sheridan Road
Evanston, IL 60202
(312) 256-5150 x215

Bilingual Vocational Instructor Training

Bilingual/Multicultural Program
School of Education
University of San Francisco
Campio Hall, 2130 Fulton Street
San Francisco, CA 94117
(415) 466-6878

Bilingual Vocational Chef Instructor
Training Program
School of Chinese Studies
China Institute in America
125 East 65th Street
New York, NY 10011
(212) 744-8181

Bilingual Vocational Instructor
Training Program
Central Connecticut State College
Stanley Street
New Britain, CT 06050
(203) 827-7000

Bilingual Vocational Teacher
Training
Fitchburg State College
c/o Institute for Government
Service
UMASS Downtown Center
Boston, MA 02125
(617) 345-2151

Bilingual Vocational Education
Sill Annex Building, 2nd Floor
430 West 4th Street
Eastern Michigan University
Ypsilanti, MI 48197
(313) 487-1849

Vocational Teacher Aide Training
for Limited English Speaking Adults
Mesa Community College
1833 West Southern Avenue
Mesa, AZ 85202
(602) 833-1261

Bilingual Vocational Instructor
Training
New York University
Barney 309, 26 Stuvyzesan Street
New York, NY 10003
(212) 598-7696

Bilingual Vocational Instructor
Training Program
Florida International University
Tamiami Campus
Miami, FL 33199
(305) 552-2711

Bilingual Vocational Instructor
Training
UCLA-Education Department
Moore Hall, Room 2288
405 Hilgard
Los Angeles, CA 90024
(213) 825-8382

California State University-
Long Beach
Department of Education
1250 Bellflower Blvd.
Long Beach, CA 90840
(213) 498-5633

Los Angeles Unified School District
Div. of Career & Continuing Ed.
1320 West Third Street
Los Angeles, CA 90017
(213) 625-6850

San Jose Community College
4750 San Felipe Road
San Jose, CA 95135
(408) 298-2181

Montana State University
Center for Bilingual/Multicultural
Education
113 Reid Hall
Bozeman, MT 59717
(406) 994-4750

Appendix G

Professional Journals/Newsletters

Professional Journals

The TESOL Newsletter
202 DC Transit Bldg.
Georgetown University
Washington, DC 20057

TESOL Newsletter
Adult Education Special Interest Group (AESIG)
Adult Education Resource Center
Montclair State College
Upper Montclair, NJ 07043

Illinois TESOL/BE Newsletter
Linguistic Department
University of Illinois
Chicago Circle
Chicago, IL 60680

La Red/The Net
6080 Institute for Social Research
University of Michigan
P.O. Box 1248
Ann Arbor, MI 48106
(313) 763-5432

Appendix H -Coordination

Team Building Activity

TEAM-BUILDING

Goal: The goal of a role relationship team building program is to arrive at that condition in the work unit where all unit members can publicly agree that they:

1. Have a clear understanding of the major requirements of their own job;
2. Feel that the other members of their team also clearly understand everyone's position and duties;
3. Know what others expect of them in their working relationships;
4. Feel that others know what is expected of them in their working relationships.

Team Building by: Antoinette Turner
Grand Valley State Colleges
Allendale, MI

GROUND RULES

a) Each person should be as candid and open as possible in a spirit of wanting to help improve the team.

b) If a person wants to know how another person feels or what that person thinks on an issue, he or she should ask that person directly. The person asked should give an honest response, even if it is to say, "I don't feel like responding right now."

c) If the meeting becomes unproductive for any person, he or she should express this concern to the group.

d) Each person should have an opportunity to speak on every issue.

e) Decisions made should be agreeable to all persons affected by the decision.

PREWORK

This part of the team-building activity can/should be done prior to coming to the session, or should be done first by each member of the group in private as the team session begins. Each person should write answers to the following questions:

1. What do you feel the organization expects you to do in your job? (This is the formal job description)

2. What do you actually do in your job? (Describe your actual working activities and point out any discrepancies between the formal job description and your actual job activities.

3. Identify specific difficulties or concerns you have had in working with other staff members.

4. What fo you need to know about other people's jobs that would help you do your work?

5. What do you feel others should know about your job that would help them do their work?

6. What fo you need from others in order to do your job the way you would like?

7. What changes in organization structure, assignments, or activities would improve the functioning of the whole unit?

JOB UNDERSTANDING

(Prework questions 1,2,5)

It is important for each person to hear how others see his or her job, and also what they would like the person to do on the job that would benefit them.

Also questions 4 addresses job understanding. This question attempts to get answers from the person(s) identified in the question in the total group.

CONCERNS

(Prework question 3)

Unresolved concerns should be aired at this time. As much as possible, try to problem solve and not place blame. It is not as important to fix blame on a person as it is to recognize that a problem exists and to work out a solution.

CHANGE

(Prework question 7)

Change suggestions should be discussed by the group and adopted, modified or rejected. Every person affected by the change should be heard and should agree. All changes should be recorded and distributed to all members following the session.

CONCLUSION

Every member of the team should respond to the following questions:

a) How have you felt about this team building session?

b) What were the best parts for you?

c) What needed to be changed or improved?

d) Do we need another session like this?
If so, what should we discuss?
When should we meet again?

FORMULATING OPERATING GUIDELINES

1. How will we make decisions?

2. What will be our basic method for work?

3. How do we make sure everyone gets a chance to discuss issues or raise concerns important to him or her?

4. How will we resolve differences?

5. How will we insure the completion of work?

6. How will we change things that are not producing results?

RESOURCE AGENCIES

Federal

National Center for Research in
Vocational Education (NCRVE)
1960 Kenny Road
Columbus, OH 43210
(614) 486-3655

National Clearinghouse for
Bilingual Education
1500 Wilson Blvd., Suite 802
Rosslyn, VA 22209
(800) 336-4560 Toll Free
(703) 522-0710

Language and Orientation Resource
Center
Center for Applied Linguistics
3520 Prospect Street, N.W.
Washington, DC 20007
(800) 424-3701 or 3750

U.S. Department of Education

Office of Career Education
U.S. Office of Education
ROB Room 3100
7th and D Streets SW
Washington, DC 20202
(202) 245-2284

OBEMLA
400 Maryland Avenue, S.W.
Washington, DC 20202
(202) 245-2600

Vocational and Adult Education
5002 Regional Office Bldg. #3
Seventh & D Streets, S.W.
Washington, DC 20201

State

Illinois State Board of Education

Bilingual Education Department
188 W. Randolph St., Room 1400
Chicago, IL 60601
(312) 793-3850

Department of Adult, Vocational
and Technical Education
100 North First Street
Springfield, IL 62777
(217) 782-4870

Urban and Ethnic Education
188 W. Randolph St., 6th Floor
Chicago, IL 60601
(312) 793-3606

East Central Curriculum Management Ctr.
Sangamon State University
Shepherd Road
Springfield, IL 62703
(217) 782-0758

Illinois State University
Dissemination Center
Handicapped and Disadvantaged Project
Turner Hall 205
Normal, IL 61761
(309) 436-6627

State of Illinois Labor Department
180 South Michigan Avenue
Chicago, IL 60601
(312) 793-5280

Northwest Educational Cooperative
500 South Dwyer Avenue
Arlington Heights, IL 60005
(312) 870-4100

Bilingual Education Service Center
Anne Kiefer, Director
(312) 870-4120

Bilingual Vocational Education
Project
Jeanne Lopez-Valadez, Director
(312) 870-4150

Illinois Adult Indochinese Refugee
Consortium
Tippi Reed, Director
(312) 870-4159

Illinois Resource Center
Ron Perlman, Director
(312) 870-4122

Illinois Resource Center for
Exceptional Bilingual Children
Nancy Dew, Director
(312) 870-4124

Illinois Statewide English as a
Second Language/Adult Education
Service Center
Dennis Terdy, Director
(312) 870-4157

Inservice Resources

Bilingual Vocational Education Human Resource Directory. By Bilingual Vocational Education Project for the Illinois State Board of Education, Springfield, IL. 1982.

In-Service Workshop for Vocational Teachers of Bilingual Students: A Planning and Activities Model. By Illinois State University for the Illinois State Board of Education. Springfield, IL. 1979.

In-Service Workshop for Vocational Teachers of Bilingual Students: A Resource Guide for Teachers, Counselors, and Administrators. By Illinois State University for the Illinois State Board of Education. Springfield, IL. 1979.

A Monograph for Bilingual Vocational Instructor Competencies. National Center for Research in Vocational Education, Columbus, OH. 1979.

Serving Limited English Proficient Students in Vocational Education: Inservice Resource Guide. By Bilingual Vocational Education Project and the University of Illinois for the Illinois State Board of Education, Springfield, IL. 1982.

"A Working Solution". Slide-Cassette Module. By Bilingual Vocational Education Project for the Illinois State Board of Education, Springfield, IL. 1981.